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ABSTRACT

Career exploration is a process through which individuals learn about the range of educational and career options available to them. The career exploration model described in the document was produced to unite a variety of programs, activities, and procedures which have been used to facilitate career education primarily in Baltimore City and in Maryland. Intended for junior high school students, the program requires a planning committee composed of representatives from each subject area, the guidance staff, and the administrative staff. The program goals for the student are the development of self-awareness, of knowledge of job skills and level of competence, of social and communication skills, of decision making skills, and of awareness of his own role in the world of work. The students will benefit from vicarious, simulated and hands-on experiences. They should first learn that many occupations are contained in occupational clusters, then explore several clusters. Teacher Guides in Physical Education, Science, Art, and Music contain suggestions of activities to emphasizes a certain career or job family in relation to the subject studied. Cooperative work experience programs, as well as descriptions of related portions of the career development program, are documented in the appendixes. (AG)

ED 086905

MARYLAND CAREER DEVELOPMENT PROJECT (K-ADULT)

CAREER exploration MODEL

grades 7-9

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Foreword

The public, parents, and students have continually stressed the importance of career education within our educational programs. Our educational programs must respond to this expressed need by providing students with the skills and knowledge which will enable them to prepare for the series of work-related experiences known as a career.

The career preparation process ideally involves a wide range of experiences and activities which relates the classroom to the working community. It also provides for the development of positive, working relationships between students, educators, parents, and the community. Career exploration, the process through which individuals learn about the range of educational and career options available to them, is a vital part of career preparation.

This career exploration model has been produced as a part of the Maryland Career Development Project (K-Adult). This project, one of two major career education demonstration projects in Maryland, has been conducted cooperatively by the Baltimore City Public Schools and the Maryland State Department of Education. The purpose of the model is to bring together a variety of programs, activities, and procedures which have been utilized to facilitate career education primarily in Baltimore City and in Maryland.

It is my hope that this model will furnish teachers and counselors with ideas and suggestions that they will find useful in carrying out their responsibilities to students.

E. Niel Carey, *Director*
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Maryland Career Develop Project (K-Adult)

Table of Contents

Introduction

- Purpose . . . 3
- Definitions of Career Education . . . 3
- Career Education Task Force . . . 4

Organization and Administration

- Program Structure . . . 9
- Goals . . . 9
- General Objectives . . . 9
- Program Objectives . . . 10
- Staff Involvement . . . 10
- Student Involvement . . . 11
- Community Involvement . . . 11
- Occupational Clusters . . . 12
- Occupations and Their Related Subjects . . . 12

Teacher Guides

- Physical Education . . . 17
- Science . . . 18
- Art . . . 19
- Music . . . 19

Appendix

- Appendix A—Cooperative Work Experience Program at Rock Glen Junior High School . . . 23
- Appendix B—Cooperative Work Experience Program at General Henry Lee Junior High School . . . 37
- Appendix C—Project GO (Growing Opportunities) . . . 43
- Appendix D—The McCormick Plan at the General Henry Lee Junior High School . . . 49
- Appendix E—Career Information Center . . . 55
- Appendix F—Project VIEW (Vital Information for Education and Work) . . . 57
- Appendix G—"The Crystal Ball" An Individualized Learning Package . . . 61
- Appendix H—Career Development at Lemmel Junior High School . . . 64

INTRODUCTION

Introduction

The Maryland Career Development Project (K-Adult) was initiated in the Baltimore City Public Schools in 1971 under the aegis of the Maryland State Department of Education. The project was organized into three components which formed the operational setting in Baltimore City – the Elementary Resource Component, the Work-Oriented (Cooperative) Component, and the Information and Placement System Component (VIEW).

The Elementary Component provided teachers and counselors in eight schools the opportunity to devise programs, procedures, and materials which helped youngsters learn more about themselves, to see themselves positively and to learn more about the world of work and the relationship of education to it.

The Junior High Work-Oriented (Cooperative) Component provided training in employability skills to selected students at the General Henry Lee and Rock Glen Junior High Schools.

The Information and Placement System Component (VIEW) provided students with up-to-date, reliable, and accurate information about career and educational opportunities.

During the course of the year 1972-73, Career Exploration Workshops were held for junior high school counselors, teachers, principals, and administrators. The purpose of these workshops was to train these educators in the use of practices, procedures, and materials with which they would plan a career exploration program for their own school.

The objective of this Career Development Resource Model is to acquaint educators with the concept of career development and to provide them with examples of goals, objectives, activities, and resources which may be used in planning and operating programs in career education in the Baltimore City Public Schools.

Included in this resource model are supplementary exercises and instructional packages devised and implemented at the General Henry Lee Junior High School. Also included are some of the best features of Project GO (Growing Opportunities), a guidance-oriented career development project, initiated in 1966 and now included in this project for 1972-73. A synopsis of the VIEW program at Southern High School is given indicating the accomplishments of this project. The best features of the Work-Oriented Component, the Career Exploration Workshop and the McCormick Plan are identified in this model. A career development program initiated at the Lemmel Junior High School is included here, also.

It is our hope that educators have become aware of the concept of career development and have seen the potential for bringing about changes in our educational system as a result of the in-depth experiences exemplified in the Maryland State Career Development Project.

Charlotte J. Mebane
Coordinator, Maryland Career Development Project

Purpose

The primary purpose of this Career Exploration Model, 7-9 is to serve as a tool to assist local schools in Baltimore City in achieving a prime goal – a goal of systematizing the career development experiences of all students and to insure that all teachers in all subject areas play their important part in this process. If this goal is obtained, then each student will formulate a career development plan based upon well-founded knowledges of self, the world of work, and the process of planning and preparing for entry into career life.

This model is to be viewed as just that, a model or guiding tool for local school staff. It becomes quite apparent to any reader that the listed general objectives, as an example, touch only parts of the goals which they are to achieve. The Maryland Career Development staff presents only examples of objectives to stimulate the imagination of local personnel. The intelligent application of the printed materials by the local school staff in their own unique settings serving a particular population is required for the design and implementation of a meaningful program of career development.

Definitions of Career Education

In an article appearing in the November, 1971 issue of *American Education* U.S.O.E. Commissioner Sidney P. Marland, Jr., said:

> "What the term "career education" means to me is basically a point of view, a concept – a concept that says three things. First, that career education will be part of the curriculum for all students, not just some. Second, that it will continue throughout a youngster's stay in school, from the first grade through senior high and beyond, if he so elects. And third, that every student leaving school will possess the skills necessary to give him

a start to making a livelihood for himself and his family, even if he leaves before completing high school."

A definition of career education reflecting concepts contained in the most recent literature on the subject is found in *Career Education: What It Is And How To Do It*, Olympus Publishing Company, Salt Lake City, 1971.

> "Career education is the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."

Within the context of this definition, the concepts which follow are of basic importance.

> The term *public education* means education available to the public and from which the public may choose. Thus, career education is not limited to the K-12 public school system. Rather, it encompasses the public schools, but is extended beyond grade twelve to include all post secondary education including community colleges, post high school occupation educational institutions (both public and private), degree granting colleges and universities, and all of adult education.
>
> Career education involves the joint effort of public education and the community. Thus, it is not seen as something the schools can do themselves. The "school of hard knocks," as represented in the broader community, is joined with the "school of hard books," as represented by the formal educational system, to become the total learning environment of career education.
>
> Career education is for all individuals—the very young child and the adults of the community—the intellectually able and the mentally handicapped—males and females—those who will attend college and those who will not—the economically affluent and the economically disadvantaged—those from rural and those from urban settings.
>
> Career education seeks to help individuals become familiar with the wide variety of work values now present in this society and to choose some set of work values that will be personally meaningful.

In late Fall 1971, a number of key individuals involved in career education met at a national invitational conference conducted at the Center for Occupational Education, North Carolina State University. Each participant was asked to submit, anonymously, his or her own definition of career education. The definitions submitted at that conference which follow illustrate the diversity of points of view that currently exist.

> "Career education can be defined as that part of the total school curriculum which provides the student with the knowledge, exploratory experiences, and skills required for successful job entry, job adjustment, and job advancement. It can also be defined as an organized K-12 program to provide every student with an understanding of and preparation for the world of work."
>
> "Career education may be described or defined as a comprehensive educational program which gives attention to preparing all people for satisfying and productive work in our society."
>
> "Career education is that part of the total education process which focuses on the successful adaptation of the individual to the world of work."
>
> "Career education is the systematic development of the natural powers of a person over his entire lifetime for his life's work. It involves body, mind, and spirit and is commenced in the home where the child's will and intellect are nurtured through love and example by his parents and family members."
>
> "Career education encompasses all education in that it is that part of a learning experience that assists one to discover, define, and refine his talents and use them in pursuit of a career."
>
> "The purpose of career education should be to help people develop human resource competence along with a realistic understanding of the world of work or wage-employment system: i.e., the socio-economic institution of working for pay in modern industrial society—to become competent as workers and comprehending as men and women."[1]

Career Education Task Force

As of the writing of this report, the report of the Task Force on Career Education of the Baltimore City Public Schools has not been ratified by the Board of School Commissioners, nor has the Superintendent of Public Instruction officially accepted the report.

The task force definition of career education evolved through exploration of current literature, investigation of model programs, meetings with students, staff, and community representatives, a study

[1] Bureau of Educational Programs, "Five-Year Action Plan, Career Education," draft copy, Maryland State Department of Education (August 1972).

of Federal and State guidelines, consideration of the philosophy and goals of the Baltimore City Public Schools, and reference to the Superintendent's Statement of Priorities.

> The task force believes that career education is the life-long acquisition of knowledge, skills, and attitudes which enable an individual to know himself and to fulfill himself as a fully capacitating, self-motivating, productive member of society.
>
> "Fully capacitating" means that each individual is competent to perform all of his life roles. Each person, regardless of age, performs a career as a member of a family group. Secondly, each person must be helped to contribute to the economic life of society through either production of goods or rendition of services. A third basic role is that of a participant in community life, with its attendant skills in citizenship and commitment to values. An individual who is fully capacitated also participates in avocational activities which have personal meaning and provide opportunities for self-renewal. Finally, a fully capacitating individual relates himself to the aesthetic, the ethical, and the moral life of the community.
>
> "Self-motivating" means that the individual has the ability and the desire to perform his career roles as effectively as possible. He understands himself, his strengths, and his limitations, and he has well-defined values and aspirations. He is willing to make decisions based on those values and aspirations. He is aware of the necessity to exert himself to perform his various roles, for effective performance requires self-discipline to deal with life's problems.
>
> "A productive member of society" is an individual who makes positive contributions to benefit the society of which he is a part. As he strives to build effective, cooperative relationships with others, he provides satisfaction and well-being for them and for himself as well.

This definition of career education differs from many others in that it encompasses an individual's total life career, not just his vocation or profession. Career education begins as one's life begins and continues throughout. It is a shared responsibility of the home, the school, and the larger community.

As a school function, career education begins in kindergarten and continues through adult education. It crosses all curricular lines and has as its primary focus self-awareness. Thus, the affective domain moves into its rightful place as an equal with the cognitive and psycho-motor domains. Feelings about one's self, clarification of values, the ability to make judgments, to make decisions, and to foresee the probable consequences of these decisions are fundamental to career education.

The creative arts, the liberal arts, and the practical arts share equal places of importance in career education. The humanities are necessary for each indivition. The humanities are necessary for each individual's personal fulfillment; basic academic skills of all careers; and some degree of technological skills is needed by each person who is to become an effective participant in society.

This concept of career education means that each person who attends school will be a wise consumer of education and will leave school with an awareness of himself and of the many career options available to him. He will be prepared to assume his family role, continue his education, and enter the world of work according to the goals he has set for himself.

Finally, career education implies total staff commitment. It is not the province of any one department or division within the school system, but is the shared responsibility of every division, every department, and every staff member in the Baltimore City Public Schools.[2]

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[2] *Report of the Task Force on Career Education* (Baltimore: Baltimore City Public Schools, November 1972).

ORGANIZATION AND ADMINISTRATION

Organization and Administration

Introduction

The period of education between elementary school and high school is a bridging period. The child becomes an adolescent and, in turn, begins to think seriously about his future as an adult. At the end of this period of time, the student must make some decisions for his future; he must tentatively plan his high school curriculum.

This Career Exploration Program will enable the student to discover facts about possible careers in which he might be interested. The junior high school is the proper setting in which to orient the student toward comparing his interests with the occupational information he has learned.

Educational staff must offer the student information which will make school more relevant to his present and future life. Integrating the Career Exploration Program into a junior high school curriculum could help to bring about that relevance. The key, however, is cooperative action by the total school staff in implementing the Career Exploration Program concept. The purpose of this document, therefore, is to suggest a program structure through which successful exploration can be achieved.

Program Structure

The structure of the Career Exploration Program will vary with the size of the school and the interests of staff. A program will rarely be effective without the endorsement and acceptance of the career education concept by staff. Therefore, every effort should be made to assure endorsement and acceptance before the program is initiated. Flexibility within the program structure is important in order to meet the needs of each school and classroom teacher.

To insure unification of goals and objectives, it is imperative that the curriculum-related staff and counselor work closely together in the planning of the Career Exploration Program. A planning committee, composed of representatives from each subject area, the guidance staff, and the administrative staff, can be utilized to do the majority of decision-making regarding the utilization of materials and equipment and the types of units that should be taught. The implementation of this technique has been demonstrated very successfully at Rock Glen Junior High. The planning committee prevented duplication and also improved staff relationships.

(See Appendix A.)

Goals

Self-Awareness

The student will develop knowledge of the components which make up self. This knowledge should lead to self-identity and a consistent value system.

Job Skills and Competence

The student will gain knowledge of skills and competences needed in the performance of job-related tasks.

Employability Skills

The student will develop the social and communication skills appropriate to career placement.

Decision-Making Skills

The student will develop the skills for determining his career direction and developing a plan for career development. He will develop the techniques of applying information to rational processes to reach decisions.

Career Awareness

Through a process of exploration, the student will gain knowledge of the total spectrum of careers. He should develop some concept of his role(s) within the world of work.

General Objectives

Self-Awareness

Based on knowledge about self, including abilities, skills, talents, interests and needs, the student will be able to describe and demonstrate his various abilities and interests.

Job Skills and Competence

Based on knowledge and experience, the student will be able to demonstrate the skills necessary for entry level employment. He will apply his self-understanding in projecting a positive self-image, and will apply his learned skills in such activities as filling out applications, interviewing, testing, and job performance.

Employability Skills

Based on a continuum of instruction in the fundamental skills of communication and computation, the

student will demonstrate the ability to speak, to listen, to read, to write, and to perform basic operations with numbers. He will apply these skills in the pursuit of his career in all phases—educational, vocational, and avocational.

Decision Making

Based on knowledge of cause-effect relationships, the student will be able to discriminate among alternatives and at any given time make decisions based on his changing abilities, interests, and needs. Given a range of options in both educational and occupational terms, he will make decisions in terms of his own career development.

Career Awareness

Based on knowledge about the range and nature of various career clusters, the student will be able to name and describe a variety of jobs relative to his interests and abilities. He should be able to demonstrate some concept of his role(s) within the world of work.

Educational Awareness

Based on knowledge about educational prerequisites, the student will be able to list the prerequisites for a variety of career options. He will be able to perceive the relationship between education and life roles.[3]

Program Objectives

To provide experiences for students which will assist them in evaluating their interests, abilities, values, and needs as they relate to occupational roles.

To provide students with opportunities for further and more detailed exploration of selected occupational clusters, leading to the tentative selection of a particular cluster or in-depth exploration at the tenth grade level.

To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through realistic experiences in and beyond the classroom.

To provide guidance and counseling for the purpose of assisting students in the decision-making process.

To become acquainted with occupational and educational opportunities in the community.

To develop positive attitudes toward all types of useful work.

To provide opportunities for school-wide orientation and development for the entire staff.

To provide for continuous curriculum development, revision, and evaluation.

Staff Involvement

In order to construct and run a successful program, it is necessary to rely on many people. Involvement is the key to a smoothly operated program. The following listing of personnel indicates the large framework of involvement that is necessary.

School Administrator

The top school administrator should provide spiritual and functional leadership in the development, implementation, maintenance, and evaluation of the total school career education program. Moreover, he should provide at least the following items listed below.

- The organization of a Faculty Advisory Committee
- Means for staff to participate in career education workshops
- The development of a comprehensive educational career information center
- In-service activities, which would enable staff to understand the concept of career development, and a knowledge of resources, media, and existing programs to implement the concept
- Periodic assessment, evaluation, and modification of the total career education program
- Communication with parents

(See Appendixes A and B.)

School Counselor

The counselors work closely with the total school staff in planning the career program so it can meet the needs of students. The counselors' everyday involvement with students and teachers provides an excellent feedback system for determining the program impact on students. Some additional responsibilities of the counselor are listed below.

- Keeping up with the latest trends in education, training, and employment
- Testing (group and individual) and interpretation for effective decisions and planning
- Conducting follow-up procedures to determine the effectiveness of instructional, guidance, and counseling programs
- Providing information necessary for students to

[3] Adapted from the *Report of the Task Force on Career Education* (Baltimore: Baltimore City Public Schools, November 1972).

make meaningful and informed occupational choices

Providing assistance with educational training programs

Maintaining communication with parents

Serving on the Career Information Advisory Committee

(See Appendixes A and B.)

Work Coordinator

The work coordinator will work closely with both teachers and students. He will be the main occupations resource person in the school and should serve as the liaison between the teacher and community. By maintaining close communication, the coordinator and teacher can work more closely and exchange ideas which will continually improve the program. The primary responsibilities of the work coordinator are as listed below.

Administering cooperative Work Experience Program for "high-risk" junior high school students.

Serving as member of Career Information Center Advisory Committee.

Assisting in selecting, cataloging, and obtaining field trips and speakers

Assisting in selecting, cataloging, and obtaining material from the community

Cooperating with teachers and counselors in counseling students

(See Appendixes A and B.)

Teacher

The junior high school teacher is often the final formal instructor whom students encounter. Thus, he may have the final impact on students in terms of their attitudes and objectives for the future. He must take this responsibility seriously and help the students develop career goals.

Teachers in the junior high schools are usually subject-oriented. They are concerned more with student development in one area than overall development. However, the teacher should play an active role in providing information about a wide variety of jobs and directing students toward job experience activities which have a relationship to the subject matter. It is important that the teacher clarify to the student the relationship the subject matter has to the student's career future. The student will begin hopefully to compare his future goals to his present areas of study.

In order for the student to be content in the future, he must plan for a career in which he is interested and can achieve. Thus, one responsibility the instructor must assume is that of acquainting the student with a variety of occupational options. A variety of teaching methods, techniques, and resources must be used. Examples of teacher aids are included in this report.

Student Involvement

The Career Exploration Program should provide students with relevant and exciting learning experiences through student-centered activities. The activities, which stimulate the student's individuality, initiative, and curiosity, emerge in the forms of vicarious, simulated, and "hands-on" experiences.

Vicarious Experiences

Students can profit greatly from occupational literature, books, and films. These materials enable the student to learn about various occupations without actually observing or performing the job tasks. Vicarious experiences are valuable individual or group activities, which broaden the exposure of the student's occupational awareness.

(See the suggested list of resource material.)

Simulated Experiences

In an effort to reinforce the student's interest in a particular career area, experiences involving mock job situations and/or job tasks can be incorporated into the program. These experiences provide the student with real sensation in a non-real setting, thus allowing the student to become mentally, physically, and emotionally involved without permanent results. Such experiences can be realized through the organization of role-playing activities and the utilization of career games and kits.

(See the teacher guides.)

"Hands-On" Experiences

The more students become involved in doing rather than discussing, the less will be the need for concern about student motivation. Actual experiences of on-the-job work tasks provide valuable criteria by which the student can test his interests and abilities. Efforts to provide these real experiences should be increased to a maximum level.

(See Appendixes C and D.)

Community Involvement

The Career Orientation Program offers a setting to incorporate all facets of the community. However, to

gain full participation of a community, a program of educating the community to the concept of the Career Orientation Program must take place. The school has a responsibility to provide opportunities for the community to become involved in the formulation and implementation of the program. The community can be intensively involved throughout the program as members of advisory groups, resource speakers, or field trip sponsors.

(See Appendixes C and D.)

Advisory Groups

In the organization of the Career Orientation Program, the counsel and encouragement of all elements of the community should be sought. To encourage the cooperative efforts of these outside factions, an advisory group should be established. Utilizing the advice of these resources of the community increases the exposure of the program, thus providing the continuous communication between the school and community that is necessary to program success.

Resource Speakers

In an effort to provide students with role models outside the classroom, speakers from the community may be invited to come into the classroom to talk with the students about their jobs. In order to insure that the time spent will be worthwhile, it is imperative that each speaker be well-advised as to what parts of his job he should relate to the students. It is recommended, also, that the students be allowed, whenever possible, to experience those tasks demonstrated by the speaker. When classroom activities provide simulated tasks and utilize actual materials and/or procedures of that speaker's job, the student's interest and involvement is strengthened.

Field Trip Sponsors

Involvement and cooperation of the community is of vital importance in order to make the world of work a real experience rather than a discussion topic. Field trips allow the youth to view himself in the background of a work situation and to become familiar with the surroundings. The emphasis of field trips in the Career Orientation Program is directed toward the importance of the company's product.

Pre-trip discussion is imperative if the student is to utilize the opportunity to its fullest extent. The student must understand why he is participating in this particular trip and should be advised of specific objectives which are hoped to be accomplished. Follow-up activities are imperative to allow the student to express newly-gained knowledge as well as to learn from other students' observations.

Occupational Clusters

Teachers will be expected to integrate career development into the context of their curricula when they believe it would be most effective. By utilizing this approach, the instructor and students have the freedom to delve into an occupational area spontaneously, thus showing career development as a part of the educational process, not a separate entity.

It is up to a planning committee of librarians, teachers, administrators, and guidance personnel to comprise a list of careers which directly relate to subject areas. The various careers relating to a particular school subject will be called subject clusters. Each teacher assumes the responsibility for devoting time each quarter to related career areas. The students will have the opportunity to explore all the areas by the end of the three-year period. The people who do the planning will relate not only to the individual subject area, but also to the ability level of the students.

Students should learn first that the world of work is divided into occupational clusters, and that each cluster consists of many occupations. This concept is similar to our world organization of continents and countries.

Students should explore several clusters of their choice in preparation for specializing in one cluster in senior high school. They should also be able to identify the cluster (clusters) comprising their occupational or vocational interests.

Occupational clusters, representative of the entire world of work and around which a career education system might be designed, are listed below.

Agri-Business and Natural Resource Occupations
Business and Office Occupations
Communications and Media Occupations
Construction Occupations
Consumer- and Homemaking-Related Occupations
Environmental Control Occupations
Fine Arts and Humanities Occupations
Health Occupations
Hospitality and Recreation Occupations
Manufacturing Occupations
Marine Science Occupations
Marketing and Distribution Occupations
Personal Services Occupations
Public Services Occupations
Transportation Occupations

Occupations and Their Related Subjects

The list which follows consists of major and minor subject areas and the occupations related to them.

Art

- advertising
- architect
- art critic
- beautician
- bookbinder
- carpenter
- cartographer
- cartoonist
- draftsman
- fashion designer
- floral designer
- industrial designer
- interior decorator
- jewelry designer
- museum worker
- painter
- paper hanger
- photographer
- sculptor
- sign painter

Business

- accountant
- advertising
- bank teller
- buyer
- clerical
- credit and collection
- display manager
- employment service worker
- file clerk
- grocery checker
- office machine operator
- office machine serviceman
- office manager
- public accountant
- real estate salesman
- receptionist
- salesman
- sales manager
- secretary
- stenographer
- stock clerk
- wholesaler

English

- attorney
- auctioneer
- author
- book editor
- civil service worker
- clergyman
- copywriter
- court reporter
- employment counselor
- engineer
- journalist
- lecturer
- librarian
- personnel counselor
- poet
- politician
- radio or television announcer
- reporter
- salesman
- script writer
- social worker
- sociologist
- writer

Foreign Languages

- airline stewardess
- bank teller
- book dealer
- chef
- customs agent
- diplomat
- export clerk
- foreign service officer
- guide
- historian
- interpreter
- language teacher
- librarian
- linguist
- military service
- missionary
- radio announcer
- receptionist
- reporter
- social worker
- travel clerk
- tutor

Health

- analytical chemist
- bacteriologist
- chiropractor
- dental assistant
- dental hygienist
- dental technician
- dentist
- laboratory assistant
- laboratory technician
- medical social worker
- occupational therapist
- physical therapist
- practical nurse
- public health dentist
- public health educator
- registered nurse
- speech and hearing clinician
- veterinarian
- virologist

Home Economics

- beautician
- bus boy
- chef
- child care specialist
- clothing designer
- cook
- dietitian
- extension services specialist
- food service supervisor
- food specialist
- home demonstrator
- home economist
- homemaker
- institutional nutrition consultant
- interior decorator
- nutritionist
- physical therapist
- practical nurse
- registered nurse
- stewardess
- tailor
- waitress

Industrial Arts

- carpenter
- construction worker
- coppersmith
- draftsman
- electrical engineer
- electrical repairman
- electrician
- floor layer
- forge shop worker
- industrial engineer
- inventor
- lather
- lumber industry worker
- machinist
- maintenance mechanic
- mechanic
- millwright
- painter
- roofer
- set-up man
- sheet-metal layout man
- tool and die maker
- upholsterer
- welder

Mathematics

- accountant
- actuary
- architect
- bank teller
- bookkeeper
- carpenter
- economist
- highway engineer
- industrial engineer
- machinist
- mathematician
- navigator
- purchasing agent
- salesman
- secretary
- service station attendant
- stock broker
- surveyor
- tax specialist
- teacher
- weather forecaster

Music

- arranger
- choir director

composer
conductor
instrument repairman
instrumentalist
music critic
music specialist
music therapist
piano tuner
radio disc jockey
recreation leader
sales clerk
teacher
technician
tuner
vocalist

Physical Education

athlete
athletic trainer
Boy Scout professional worker
choreographer
coach
dancer
health educator
hygienist
lifeguard
medical social worker
occupational therapist
official
physical therapist
professional golfer
public health educator
public health engineer
recreation leader
sports announcer
swimming teacher
teacher
youth organization worker

Science

agricultural agent
astronomer
biologist
botanist
chemist
civil engineer
dental technician
dentist
dietitian
doctor
ecologist
electrical engineer
electrical repairman
electrician
farm manager
fire fighter
fish and game warden
food technologist
forester
funeral director
geologist
horticulturist
laboratory technician
medical director
mining engineer
nurse
surgeon
veterinarian

Social Studies

anthropologist
attorney
author
cartographer
case worker
city manager
city planner
civil service worker
claim adjustor
criminologist
curator
economist
geographer
government service worker
historian
immigration inspector
journalist
librarian
museum guide
park ranger
personnel manager
political scientist
probation officer
reporter
salesman
social scientist
social worker
teacher
transportation worker

Cooperative Work Experience Program

Exemplary work experience programs have been in progress at Rock Glen and General Henry Lee Junior High Schools for over two years. (See Appendixes A and B.) Most of the participating students have shown improvement in both attendance and academic achievement. Characteristics of the program are listed below.

Goals

To help students develop attitudes and habits necessary for success in the work world.

To provide meaningful learning experiences, both academic and work-related.

To emphasize the relationship between school experiences and work experiences.

To encourage students to stay in school.

Student Selection Criteria

High risk in respect to absenteeism

Fourteen or fifteen years of age

Enrolled in junior high grades seven through nine

Parental consent

School-Work Experiences

Coordinators and teachers instruct the students in a class setting for 150 minutes. Topics of instruction relate to both academic and work experience.

Students develop work skills through on-the-job training.

Students may work a schedule of a half-day each day or week-on week-off.

Student receives the same pay as any other position of employment.

Evaluation

Evaluation is an ongoing process involving all aspects of the Career Exploration Program. The counselors, coordinators, teachers, administrators, students, and parents—all who have participated or have been affected in some way by the program—should be involved in determining the impact of the program on students.

A periodic assessment of day-to-day performance objectives by the teacher and individual conversations with students, parents, and others should prove to be quite beneficial. The program should be flexible and open to modification as evaluation and assessment procedures dictate.

TEACHER GUIDES

Teacher Guides

Introduction

The purpose of these guides is to provide teachers with an opportunity to implement career exploration into the curriculum of all junior high school classes. To aid the teacher in this task, activities have been extracted from exemplary programs which will emphasize a certain career or job family in relation to the subject studied.

The activities which have been suggested have not been designed for a particular level of difficulty and may be used throughout the junior high grades. Moreover, the suggested list of activities is by no means exhaustive. Teachers may choose from it or use it as a guide at their discretion when activities are suitable for their classes. They are encouraged to adapt any of these activities to fit particular needs or to add activities developed in their own classes.

Physical Education—Physical Therapist

Purpose

A physical therapist is an important part of the health team. Employment prospects are excellent and expected to increase in the coming years. A physical therapist must be able to follow the instructions of a physician and enjoy working with people who are physically ill. Students should understand the opportunities and needs of a career so vital to the complete recovery of so many hospital patients.

Objectives

To discuss the various duties that a physical therapist does in his/her daily routine.

To discover the importance of being able to work with people, knowing how to do it, and enjoying it.

To discuss some of the advantages and disadvantages of a career in physical therapy.

Content

Physical therapy as a healing art existed as early as the fifth century B.C. In the 19th century, physical therapy was recognized as a profession. In 1921, the American Physical Therapy Association was established, and in 1964, there were 10,000 qualified physical therapists in the United States.

Duties and Responsibilities

To help persons with muscle, nerve, or joint diseases and injuries to regain use of the disabled parts of their bodies.

To follow out the order given by the patient's physician.

To know, understand, and be able to use the methods of exercise, hydrotherapy, and electrotherapy in working with patients.

To instruct, when necessary, students, interns, and nurses in methods and specifics of physical therapy.

Working Conditions

Usually work in hospitals, in physical therapy facilities, or on wards, with individuals and groups.

Part-time hospital employment and private practices are also available.

Therapists must be in good physical condition since they use their bodies a great deal in the treatment of their patients.

Personal and Educational Qualifications

Must enjoy working with people and must be gentle but firm when dealing with patients.

Must have physical stamina and be well-trained in the use of equipment.

Must be a graduate of a school approved by the AMA (American Medical Association); forty-three schools offer programs which include the following programs:

four-year bachelor degree program
twelve to sixteen month certificate course for degree holder
master's degree program

Must have a state license and be a member of the A.P. of P.T.

Outlook and Earnings

More men are needed since eighty percent of therapists are women; field is expanding for both sexes.

Earnings vary with the therapist's training and experience. May begin around $6,500 with supervisors earning about $10,000 plus fringe benefits.

Therapists work a forty-hour week, no Saturdays.

Advancement to supervisory positions in large hospitals and organizations is possible; teaching positions exist in colleges.

Advantages and Disadvantages

Advantages—good income, professional status and prestige, and reward when patient improves.

Disadvantages—many physical and mental demands of job and disappointment when patient does not improve.

Related Careers

staff nurse	chiropractor
technologist	masseur
occupational therapist	podiatrist
speech pathologist	

Activities

Discuss with students the information pertinent to a career in physical therapy included above.

Assign each student a career which is related to physical therapy (one which is included in the "health team") to research and report on for the entire class. Reports can be written with drawings included and posted on a bulletin board or wall.

Science—Meteorologist

Purpose

Most people are familiar with the weather forecast which is a direct result of the work of a meteorologist, but relatively few appreciate the effort that goes into it. The purpose of this unit is to familiarize students with the importance of the meteorologist's job, the types of qualifications and skills he must possess, and other pertinent information.

Objectives

To appreciate the importance of meteorology as it relates to our society.

To understand through active participation how a meteorologist collects and interprets data in order to make weather maps and forecasts.

To impress upon students the importance of neatness and accuracy in addition to the various types of skills related to this job, e.g., mathematics and communications.

To become familiar with the variety of meteorological tasks along with the benefits and disadvantages of working in this field.

Activities

A brief general discussion should be conducted with students emphasizing the importance of meteorology. Questions should be posed, such as those listed below.

How would our lives be different if there were no meteorologists?

(Most textbooks have units on meteorology which will provide a number of examples of how human activity is affected by weather.)

How did meteorology start as a science?

Have each student (or a small group of students) collect and interpret weather data.

Record weather information on map.

Temperatures and pressures should be written on the map beside the proper station.

Wind direction—the direction the wind is coming from—should be indicated on the map by the tail of the arrow. The number of barbs on the map may indicate the speed of the wind; however, it is not essential in this activity.

Locate the station with the lowest pressure and write *L* over it. This is the center of the low pressure area. A cold front starts at the center of the low pressure area and lies along the line which separates the stations where winds shift from southwest to northwest and where there is a decrease in temperatures.

A warm front also starts at the low pressure area and lies where winds shift from east to southeast and temperatures rise. Indicate the point with the highest pressure by *H*.

Problem. Assume that the high and low pressure systems move eastward at a rate of 600 miles per day. The cold front and warm front keep the same general shapes. Have each student predict weather conditions for a period of twenty-four hours at various weather stations.

Using the weather maps, students may perform the activities which are listed below.

Draw the isobars or isotherms (one or the other, but not both) on the map.

Using the relative humidity table, give the wet bulb readings at various stations and have students calculate the humidities.

If weather instruments are available, have students demonstrate the uses of these instruments and make local forecasts based on their observations.

Following the activities, a general class discussion should be held to discuss what it would be like to be a meteorologist. The discussion should include salaries and educational requirements.

Art—Architecture

Purpose

Architecture is just one career that someone interested in art might consider. As multiple housing units, college campuses, single housing, and shopping centers continue to increase in number, the need for architects is increasing. The abilities and enthusiasm of an architect can be the deciding factors in the acceptance of his plans.

Objectives

To discover the variety of housing needs that an architect might design.

To discuss the importance of fitting the building to the needs and desires of the client while making the building structurally sound.

To become aware of the requirements for becoming a successful architect.

Activities

Discuss with the class the different housing needs within our own city.

Discuss how each of the factors listed below influence the choice of an individual home.

- Size of family
- Hobbies and leisure activities
- Shape, size, and contour of the land
- Available money
- Nearness to lumber, stone, or other construction materials
- Climate

Discuss the importance of education in this field of work.

- Communication skills
- Science (physics, chemistry, structure)
- History
- Mechanical drawing
- Art

Have each student design a home for his own family.

Art—Interior Decoration

Purpose

Facets of artistic endeavor are involved in interior decoration. A student can gain experience in this career field by planning a room his own room, a classroom, a school lounge, or a school office.

Objectives

To develop a color scheme with paint.

To choose appropriate style and amount of furniture to use in a particular setting.

To place furniture in a comfortable, usable arrangement.

To indicate color, pattern, and textures.

Activities

Have each student look through magazines to get ideas for color schemes and values.

Paint samples of colors you will use.

Make a floor plan of the room, cut shapes representing suitable furniture arrangement, and paste them in place.

Draw individual pieces of furniture and paint to show texture, color, and patterns.

Assemble the presentation.

Discuss what each student has done on his project and have students compare this to what they think a person in interior design might do.

Music—Popular Music Singer

Purpose

The life and job of a "pop" singer appears to be very glamorous to many young people today, although it is not as easy as it might appear to be. The "pop" singer has obtained a great deal of training and expertise which is often overlooked, as well as the life style such a job requires.

Objectives

To acquaint students with the training required to become a "pop" singer.

To learn about some of the non-musical qualities a "pop" singer must possess to be successful.

To try to discover if the life of a "pop" singer is as glamorous as it appears.

Activities

Discuss the training, personality, and abilities that a "pop" singer must have.

Musical training voice training most helpful, but not required and a general knowledge of music to be able to understand what the people around are doing and why.

Non-musical requirements a pleasant personality which enables the singer to work with people and

in front of people and a wardrobe which is attractive.

Discuss the jobs available to a "pop" singer and some of the costs involved.

Most people work their way up from small group singing and keep moving to better groups and higher wages as they improve.

Jobs are endless–singing with local popular groups, television, radio, stage shows, musicals, nightclubs, and others.

Many jobs require working late at night or constant traveling from city to city. Most popular singers spend a lot of time traveling.

A singer might have a manager, accompanist, and other help who must be paid.

Traveling costs (hotels, food, car, airplane tickets) and promotional expenses are quite high.

It isn't a case of just singing and watching the money.

Have students list ten different kinds of popular singers who have different musical styles. Discuss some of these singers and talk about what traveling would be like, what recording sessions and constant performances would be like, and what effect this occupation would have on family life, for example.

APPENDIX

Appendix A - Cooperative Work Experience Program at Rock Glen Junior High School

Participants

Elizabeth Adams, *Principal*, 1971-1972
Willie Cardwell, *Counselor*
Donald Knox, *Principal*, 1973
John Woolford, *Coordinator*

Instructional Team

Hubert Burton, *Social Studies*
David Chrismer, *Mathematics*
Rosalyn Fromm, *Science*, 1971-1972
Minnie Goldsmith, *English*, 1971-1972
Hermena Goodson, *Business Education*
Carol Klemm, *English*, 1972-1973
Sandra Wright, *Science*, 1971-1972

Yancy L. Whittaker, *Program Coordinator*
Secondary Component
Maryland Career Development Project
(K-Adult)

School Situation

Rock Glen Junior High School 80 is located at 201 North Bend Road just inside the city line of Baltimore City near Catonsville, Maryland. The population during 1971-72 was 2,700 students attending school in half-day sessions because of overcrowding.

During 1972-73, the population was 2,475 students, fifty-three percent white and forty-seven percent black. Although the building is located in suburbia, the student body is made up of students from all over the city. Most students live more than a mile from school. Some students are eager to learn while others are apathetic towards school and studies.

Rock Glen School was originally designed as a unit school with each unit being self-contained—the school within a school concept. This arrangement has been impossible to maintain because of overcrowding. The planned capacity of the building was approximately 2,195. During 1972-73, the population has remained high. Very few students live in the immediate neighborhood. This is due to the high incidence of children attending parochial schools, the young couples who live in the recently built apartment buildings, and the fact that one section of the area houses families whose children are grown and are no longer at home.

1972-73 found Rock Glen with a total faculty of 107 persons distributed in the following positions; ninety-six teachers, one librarian, one library assistant, five counselors, and four administrators. Seventy-four staff members are white, and thirty-three are black. One counselor and the principal are black. (A new principal has been assigned since this report has been written.)

The Program

The work-study program at Rock Glen grew out of a need recognized by one of the six counselors which the school had in 1971-72. The class was developed to serve as one means of "making education more meaningful, relevant, and useful" to alienated students. It was a cooperative venture involving the school, parents, and community in the educational program of the students.

After the need was recognized, help was solicited from the State Department of Education. The project developed a design as the program progressed. It became suited to the needs of the students. The principal became excited over the idea and gave full support and cooperation.

First, the idea was presented to the major department heads at Rock Glen. They saw merit in the program and gave their support. Interested teachers were asked to volunteer if they cared to teach the work-study class. Each teacher who participated had a back-up teacher in the event the need should arise. After the staff was selected, suggestions were made regarding objectives.

Twenty-two boys and eighteen girls were selected to begin the project. It was decided to divide the group into two teams. While one team attended school for a week, the other team worked. At the beginning of each week, the teams reversed their positions.

Next, the staff involved made specific recommendations regarding the objectives of the program. The general objective of the project was to keep students in school until they developed a sense of direction for themselves. The immediate objectives of the project are listed below.

To assist students in developing self-esteem and self-confidence.

To help each student in establishing his self-identify.

To channel the student's behavior towards exploration, learning, and development.

To raise the aspirational levels of the student.

The typical students in the work-study project viewed school as a frustrating hostile environment with little or no relationship to their future develop-

ment. These students may have been academically retarded but not mentally retarded.

The students had poor attendance and scholastic records, poor attitudes towards themselves and others, and many had been placed on probation by the juvenile courts and/or on indefinite suspension from other schools. Most were dropout prone and had often been disruptive influences in the school, home, and community. These same students, however, were interested in working, earning money, or engaging in other activities which they considered a part of the adult world.

Support was first solicited from the parents of these students since they were already aware of the problems regarding their youngsters and their attitudes toward school in general. Parental approval was readily supplied. Businesses in the neighborhood were contacted. Owners readily complied because they were anxious to bring about a better relationship between the school and community. Some businesses agreed to supply jobs.

While jobs were being located and the parents and students were being oriented to the program, staff members who were to teach the courses, began to prepare short guides or outlines of topics and skills to be taught to the ninth grade students involved. These guides were examined by the department heads and the principal to assure that the content would prepare the students for entering high school upon completion of the course.

The Counselor's Role

The counselor's role in the project began with the identification of students who might benefit from the work-study experience. This was done by inspecting scholastic and attendance records to spot the average student with poor attendance who also may be a disciplinary case. This preliminary screening had to be followed by one or more interviews with each of the potential candidates for the project, in order to determine whether the work-study experience might meet the needs of the individual.

The students thus selected were presented information about the project, counseled in groups, and encouraged to discuss the project with their families. Parents of these students were given detailed information about the project and were invited to discuss their concerns with the counselor before they were asked to give written permission for the student's enrollment in the class.

Students in the work-study program require supportive counseling individually and in groups on a regularly scheduled basis, as well as emergency or immediate help with decision-making. The counselor had to be available for encouragement and reassurance to help these students begin to view themselves and others in a positive fashion. As the typical work-study student began to rid himself of his negative self-concepts, the counselor had to assist him in developing self-understanding.

In order to help these students interpret the actions of their teachers and employers, in other than a primitive fashion, the counselor had to have a close working relationship with the job coordinator and each teacher of the class. The exchange of information and observations proved invaluable in assisting these students to benefit from the experience.

The basic difference between the counselor's role with this group of students and his role with other ninth grade students was one of degree and intensity. As a follow-up procedure the counselor alerted the senior high school counselor about these students—their background and experiences, checked their progress in high school, and was available for telephone calls and/or visits from these former students while they continued to need support.

Teacher Activities

Social Studies

The social studies teacher who volunteered to teach the work-study group was a man of vast experiences. He had a warm, understanding, yet firm, personality which let students know that he desired the best for them. They had to work very hard but they knew they would profit from the experiences provided for them. The course selected for these students was about consumer education.

Objectives

To develop skills in how to be a successful consumer.

To gain a good self-image because you can be successful by applying your skills.

To learn how to handle personal, sometimes shameful, problems by using alternative approaches.

To help people help themselves by using approaches which have been successful.

Approaches

Each person is an adult.

Talk as if you are talking *with* not *to* adults.

Discuss problems as adults.

Each one is responsible for himself and every other person in our class—123C "The Group."

"The Group" sticks together in public.

We calmly or loudly solve our intra-group problems in the privacy of "our room."

The group members help each other.

No "put downs" to group members. This makes the person fail to enter into our conversations. Therefore, you will never know him.

Demonstrations of acquired skills.

Role-playing.

Pitfalls.

Rewards of success.

"Bull sessions."

Pride vs. reputation.

Consumer Economics

A course in consumer education was selected because these students were turned off by school. The materials had to be suited to their interests and needs. As a result of their learnings, these students had saved a great deal of money by the end of the year and showed evidence of good money management. Their attitude in the entire school changed. Many changed from "rogues" to good citizens. We believe some of these ideas have become a part of the daily living of these students.

General Outline of Consumer Economics

Life's Necessities

A good-paying job
Applying for the job
    Job applications and tests
    The personal interview
Actions and relationships on the job
The pay check and its importance
    Gross pay
    Deductions
    Take home pay (real pay)

Money Management

Basic needs of all people
Managing your life's earnings to get the maximum use of goods and services
    Making types of budgets
    What to include
Renting an apartment or buying a house
    What is required
    What to put in the budget
Buying clothes
Operating the household
Buying food
Budgeting other expenses

Buying on credit (Loans)

Bank loans
Department store charge accounts
"Boom" and "bust" pitfalls
Needs vs. desires

Buying Your First Car

Needs vs. desires
Looking at your budget
Knowing what you can afford

Insurance

Importance of insurance
Types of insurance
Fitting the budget to the needs
Insurance as security
Your insurance company and agent

Banking

Savings accounts
Checking accounts
Operating and balancing a checking account

Planning Vacations

Planning for a Life Partner

Qualifications
Actions
Planning the Family
Opening a Business
Investments
Stocks
Bonds
Real estate

English

Purpose

The work-study English program is based on the concept of survival English, that is, the teaching of those English skills which are necessary in adult life. Although the ninth grade program traditionally includes the work of the more prominent British and American authors, the basic objectives of the program have relegated these to a position of secondary importance in order to place emphasis upon more practical and relevant areas of study.

The emphasis is primarily upon reading comprehension, especially the newspaper, directions on forms (such as applications for work, insurance, etc.), and tests, and improvement of oral and written expression of ideas. It must be remembered that the work-study student has only half the time in class of the regular ninth grade student. This in itself required the intensification of work in the primary objective and the de-emphasis of the secondary objective.

Objectives

To increase reading levels.

To improve usage, both written and oral.

To improve ability to follow instructions, written and oral.

To increase ability to express ideas, written and oral

To develop ability to think clearly.

To understand self and others through the study of literature.

Content

The work-study English program has been prepared with regard to preparing the student for adult life, particularly in the world of work. The units and their activities are listed below.

The Newspaper

Understanding the articles
Using the classified section, including the help wanted and buying and selling ads

Business Forms

Filling out forms
Writing all types of business letters

Clear Thinking

Applying simple logic to situations
Understanding how various forms of propaganda, especially product advertising, are designed to affect the public

The Work World

Finding a job	Interviews
Applications and forms	Keeping a job

The usual ninth grade grammar and literature texts are used intermittently throughout the school year. The students like to feel that they are participating in the normal ninth grade curriculum.

Motivational Techniques

In any discussion of motivational techniques, two factors must be taken into consideration: the basic character of the class and the personality of the instructor.

The work-study students are no different from any other Baltimore City ninth graders in their interests, feelings, or forms of recreation. The exception to this lies in the fact that school has "turned them off." In order to remotivate them toward education in general and the English curriculum in particular, the usual motivational techniques are involved. These techniques include high motivation reading materials; allowing the students to express their ideas on any given problem or situation; and relating the work as much as possible to the student's interests and life situation.

The one technique which works particularly well with the work-study group is work and grades on a piece work basis. A student is not penalized for non-completion of work, but instead is "paid" for each completed assignment with a minimum grade. The difference here does not lie in the grading itself, but in the attitude with which the grade is given and received.

Adolescents, particularly the "street kids" who are found in this program, readily perceive the teacher's attitudes. A good rapport between student and teacher is necessary in this type of class situation. With this, the classroom ceases to be so threatening a place to the student who has become accustomed to seemingly unreasonable harshness and failure.

The teacher who is liberal in class discussion seems to work best with the work-study group. The students should be allowed to express their ideas in their own language. Usage may be sub-standard, but three objectives are accomplished. The student discovers that his ideas and feelings are important to the class and teacher, thus giving him a feeling of self-worth and confidence. His interest is heightened through being allowed to question and speak on topics related to the lesson. Usage problems can be diagnosed and plans for future lessons can be built around them.

Finally, the teacher should not convey to the students the attitude of superiority or supreme authority, but should assume the role of guide. The teacher should be able to speak to the students on their level and relate to their interests. At the same time, the respect of the students will be gained through the teacher's preparation and personality.

Suggestions

In the present program, the courses overlap. Some units and topics which are currently taught in the work-study English program are also covered in both the work-study class and social studies. Development of more definite curricula for each subject would eradicate this difficulty.

Secondly, the involved teachers should be volunteers who feel that there is a true need for this program. A teacher who is not highly motivated will have more than the normal difficulties. This difficulty does not exist at Rock Glen, but the possibility of it occurring in any work-study program is real.

Conclusion

The English Work-Study program has worked well. The grades of the students reflect the heightened motivation and their conduct has improved vastly. Each student has a more positive attitude toward himself, education, and life, in general, as a result of the work-study program.

Unit–Clear Thinking

Lesson–Advertising, the Appeal to Vanity

Objectives

To understand how the advertising field uses the appeal to vanity.

To develop the ability to differentiate between a good advertisement and a good product.

To develop the ability to follow written directions.

Text Fred H. Marcus et al., *Language in Your Life, Volume II* (New York: Harper and Row Publishers, Inc., 1966), pp. 141-142.

Materials—Magazine advertisements which appeal to vanity

Activities

Drill

Directions. List several things which you like to have other people see in you.

As the responses are given, list the various ideas on the board in the untitled categories of *attractive, popular,* and *important* which the teacher will elicit later from the students.

Everyone likes to be attractive, popular, and important. The image we have of ourselves is so important that advertising takes great advantage of it. If an ad can convince us that a particular product will make us attractive, popular, or important, there is a good chance that we will buy the product.

Show the class each ad. With each ad, ask the students the questions below.

Does this tell you in some way that if you use this product that you will be popular, attractive, or important?

How does it tell you?

What particular group of people might this ad appeal to? (age, sex, or interest)

This type of advertisement is appealing to your vanity. What is vanity?

How many of you have heard the song "You're So Vain"?

The first two lines of the chorus are on the board.

"You're so vain.
You probably think this song is about you. . ."

What kind of person is vain?

Vain is the adjective form; vanity is the noun form. Write two sentences below your drill using *vain* and *vanity*.

If vanity means "pride in one's self," what would an appeal to vanity be in advertising? An advertisement which appeals to vanity would be one which tries to make you believe that if you buy or use a particular product that you will be popular, attractive, or important.

Class Assignment

1. Read pages 142-143 in *Language in Your Life.*
2. Define the appeal to vanity from your reading of Part A in the text.
3. Complete exercises B and C.
   B - Do not copy the sentence. Write the word *vanity* next to the number if the appeal to vanity is used. Leave the space blank if it is not.
   C - Follow the directions given in the book.

Conclusion

Check over the assignment in class.

Home Assignment

Directions. Bring in five ads which use the appeal to vanity or write a short descriptive statement of five radio or television ads which use this appeal.

Mathematics

Because the work-study program at Rock Glen is designed to attract both the very capable student as well as the less able, less motivated one, the mathematics program must be very flexible in its content and its method of instruction.

The curriculum has developed out of a need to provide students with very practical uses of mathematics. Since the traditional "money units" of banking, budgeting, and taxes have been absorbed by the addition of a consumer education class, it has become necessary to design a sequence around fewer units. These range from the basic operations through measurement, construction with compass and ruler, probability and the games of chance, and statistics, to algebra. Given the fact that a child spends only a half year in the classroom, this amount of work is sufficient.

The actual conducting of a work-study mathematics class is dictated by the twin elements of small class size and a wide range of ability. While a class presentation is certainly needed for general introductions and periodic reviews and summary, the class seems to work better in two or three groups. The results are clear. Mixed with students of his own ability, the student feels comfortable in working at his own pace. Grouped with students of varying abilities, the students learn how to cooperate with others (by helping or being helped) in finding solutions to problems.

Regardless of the format—class presentations or group work—the emphasis is placed on lessons where the students experience physically the situations in which mathematics can be used. Perhaps they can be used as successfully in a larger class, but experiments and learning games are ideal for the smaller work-study class. With the exception of algebra, all the other units (measurement, construction, probability, and statistics) lend themselves to group work. The algebra unit, by the way, is offered on a volunteer

basis; it operates best in groups, also.

The overwhelming consideration of a small class size remains the priority in building a work-study mathematics program. First, it allows the teacher an opportunity to evaluate each individual student carefully, assessing his needs and strengths. Second, it permits the individual student to learn to work closely with others and to begin to feel success with mathematics, perhaps for the first time.

Work-study students took their minor subjects such as physical education, art, music, etc., with other students, depending upon their individual choices. During one quarter the entire group was exposed to the general business topics listed below.

You and Your Business Life

- We Live in a Business World
- You as a Consumer
- You as a Producer
- How Goods Get From Producers to You
- How Business Is Organized to Serve You

Money and Banks

- The Importance of Money
- How Banks Serve You and Your Community
- Using a Checking Account
- What Happens to the Checks You Write?
- Special Checks and Other Money Substitutes

Making Effective Use of Credit

- Buying on Credit
- Buying on Installments
- Borrowing Money

Using Money Wisely

- Planning the Use of Money
- Making and Keeping a Budget
- Before You Go Shopping
- Getting Your Money's Worth
- Agencies that Serve and Protect the Consumer

Science

Objectives

The major objectives of the science program for the work-study student are to encourage the students to appreciate and enjoy science. Many of the students have conveyed that they dislike science because it is difficult and the end product is usually failure. Our aim is to encourage each student to succeed and to discover science can be useful and fun.

Student Objectives

To build self-confidence.

To gain respect for his peers, for all adults, and for the school community.

To solve problems that may arise at work, school, or play.

To use resource materials effectively.

Teacher Objectives

To praise the student for good work habits and effort.

To assist students in getting started on a difficult task.

To reward students for work well done.

To provide for individualized study.

To use varied activities to hold students' interest.

To use a motivation device at every class meeting.

To make sure each student understands what is required.

To work on skills students have deficiencies in, particularly reading skills.

To solve all discipline problems as quickly as possible.

To understand the student's point of view.

To involve students as much as possible in the learning process.

Program Objectives

To express a workable definition for biology.

To recognize and cite evidence for major divisions of biology.

To manipulate apparatus relevant to vocational and avocational pursuits.

To generalize from data, concepts related to socio-economic and environmental problems.

Types of Rewards

Candy
Cookies
Success Chart –Science Hall of Fame (Every week one student is chosen to receive a star because of excellence in achievement and work habits.)

Unit–Living Things

General Objective
To enable students to formulate scientific ideas about the characteristics, functions, and importance of living things.

Specific Objective

Given a microscope and three water samples the student should be able to complete the activities below.

- Focus the microscope and use it effectively.
- Make a slide.
- Identify certain microscopic organisms.
- Work satisfactorily in a group situation.

Drill

Directions. Match the terms in column A with the definitions in column B.

Column A	*Column B*
1. Leeuwenhoek	a. to carry microscope
2. arm	b. to magnify
3. coarse adjustment	c. "Father" of the microscope
4. lens	d. to focus
5. mirror	e. to regulate light

Procedure

Have students place drill in notebook.

Go over drill orally with class.

Have students organize in preassigned group.

Allow team captain to obtain all material for investigation. (microscopes, slides, and specimens)

Go over technique for using microscope and making slides; allow students to select good laboratory partners.

Allow student to make slides of the three specimens.

Have students record their results on laboratory sheets to be passed in.

Allow students five minutes before the period ends to clean up.

Summary

Allow students to compare drawings by using the blackboard. Help the students with identification.

Home Assignment

Directions. Did you notice any difference in the types of organisms found in the three samples? Write an explanation of your answer.

Mystery Lab

Directions. Draw what you see. Try to identify your specimen.

Name	Drawing	Frequency
Sample I *Salt H_2O*		
Sample III *Polluted H_2O*		
Sample II *Fresh H_2O*		

Changing of Teachers

Since the teachers of the work-study group served on a voluntary basis, they were free to pursue other interests if they felt they wanted to make a change. We highly recommend this flexibility since it assures the program of sincerely interested and willing teachers.

Content

We would recommend the reorganizing of several sections of the courses to prevent repetition. Students, however, did not object to the repetition because what was taught in one course often led to better understanding of the content of the other course. This transfer of training was, in part, responsible for the improvement in knowledge and achievement of many of the students.

Coordinator's Functions

The program for the students began with a three-week orientation period led by the job coordinator. All forty-two students were in school and attended class together for this period of time. The class met for fifty minutes daily.

Basic concepts were very easily taught to the entire group. The large group interaction to problems and simulated job conditions was beneficial to all. The strength and will of the majority often helped to bring the nonconformist around.

Persons with individual "hang-ups" were singled out and called in for a conference held on a one-to-one basis. It was important for the coordinator to listen and give the student credit for any part of his thinking that had merit. He did not attempt to change the student's thinking with one such conference. Promises to air the subject again were carried out.

The coordinator worked to have the group develop a singleness of purpose so that each student in his own way would "shoot" for that purpose which was to learn as much as possible about the world of work and how to survive in it while making the least number of mistakes. This period was looked upon as a time of preparation and training for their first job.

Orientation Periods

The objectives which follow are those which were initiated to be achieved by the students during the orientation periods.

To gain a thorough explanation of the program and its objectives.

To receive an explanation of how the combined ef-

forts of administrators, teachers, counselors, coordinators, and employers work together to help the student.

To learn how their school work helps them on their job.

To engage in self-examination to explore weaknesses and strengths.

To think, act, and talk work.

To identify and understand lives of responsibility.

To learn what to expect the first few days on a job.

To learn how to solve problems that occur on the job by using one or all of the three recommendations.

Try to solve the problem yourself by thinking of every possible answer and weighing the end result of each.

If this does not prove satisfactory, seek help from a reliable person on the job.

The next source of help should come from the coordinator, parent, or a reliable grown-up.

To learn to create good co-worker and boss relationships.

To build a positive self-image which seeks excellence.

To build a vocabulary of working terms.

To learn the importance of being on time and on the job.

To learn about the interdependence of workers.

To learn the importance of notification of expected lateness or absence.

To develop good, safe work habits in everything that is done.

To learn how to secure work permits and social security cards.

To learn how to find jobs.

To learn how promotions come about and why people are fired or dismissed.

To learn the importance of concentrating on what one is doing, following directions, and presenting a pleasant but business-like air.

To learn how to disagree in a pleasant manner and how to respect other people's opinion.

Simulated working conditions are set up and used. Employer/employee points of view are discussed in every possible instance. This technique cuts down on selfish, immature points of view and makes the student more critical of himself and aware of what is expected of him.

Selected cassette tapes from the "World of Work" series, and other visual aids are used. Prospective employers are invited in to speak to the class.

Assignments are given that will challenge their ability to follow directions. Students should be motivated to want to do even the smallest task well.

For example, the teacher informally may ask three or four youngsters to erase different chalkboards. No other directions should be given. Each student's work should be criticized. Praises should be given where they are deserved.

Self-confidence is developed by giving students many opportunities to become successful in solving common on-the-job problems. The day's work (not lesson) begins with three on-the-job problems. Students are asked to write at least two solutions to each problem. Various ones are called on to read and defend their solutions. This kind of experience is particularly effective because immature, selfish solutions sound ridiculous when read aloud. The rest of the class tears them apart and the criticism has more meaning coming from their classmates. Such training on the part of the coordinator really prepares students for success on the job.

Administrator's Function

The administrator's role is one of understanding, encouragement, and pre-planning. When one sees so many teachers, community members, and parents interested in bringing about change in the attitude of students, he feels a need to do all in his power to make the execution of such a project as painless as possible.

Upon being assured that academic standards are being adhered to, and that the program is geared to meet the present and future needs of students, it is time to consult with the area director, state department officials, parents, and community business leaders to be sure that approval has been given for the project. Next comes the scheduling of activities so that the class or classes in mind will become a part of the total program of the school. Department heads and counselors have a role in this part of the scheduling process. It is amazing to see how much can be attempted and successfully carried out when faculty members recognize that they are working with the approval and encouragement of the administration. Many exciting experiences are provided for students by teachers who do not feel hampered by frequent lack of understanding and encouragement on the part of the administrator.

The administrator must remember that some parts of the administrator's program are experimental. Mistakes will be made, problems will arise, and changes will be necessary. Flexibility is the key word to a successful program. In addition, the administrator will find it necessary to attend a few additional meetings and to host members of the visiting merchants

groups, state department groups, neighboring schools, and other organizations. There will be times when the counselor, job coordinator, or administrator will be asked to give data or reports on the activities being carried out. All of these minor responsibilities can be assumed with pride if one can see merit in the program and maturity on the part of the students involved.

The administrator must be knowledgeable of the various aspects of the program in order to be able to render assistance when necessary. He must be acquainted with the students in the program so that should any disciplinary problems arise, he will be able to follow the correct procedures in handling them. Time spent with a project of this type is most satisfactory and worthwhile.

Community Groups' Functions

Open communication and good public relations between school and community must exist if each is to function to its greatest capacity. Project Awareness was launched to inform the business people, parents, and neighbors about the work-study program at Rock Glen. The administrators, teachers, P.T.A., students, and job coordinator helped to accomplish this phase of the project. The fact that the program would help get some youngsters off the street and gainfully employed was particularly attractive to the people in the community.

Getting the community involved was the next step. Businessmen and parents were called upon to speak formally in panels and informally in classroom situations to the work-study class. Discussion with questions and answer periods were successful. Some of the topics covered were:

What to Expect on a Job
The Meaning of Responsibility
The Importance of Getting to the Job
Getting There on Time
Attitudes and Getting Along With Your Co-Worker

Personnel from the Baltimore City Police Department addressed themselves to the subject of liability. The Fire Department warned against fire hazards and demonstrated how to operate certain equipment such as extinguishers. The work-study program has done much to bring the school and community closer together.

Parents' Observations and Comments

Many parents could not understand why their children would work uncomplainingly on their assigned jobs and they could not get them to do any chores at home. Parents called to express their joy in seeing their children wanting to go to work and wanting to go to school. This has never happened for them before.

Some parents called to complain about the neighborhood in which the children worked. Some youngsters' jobs had to be changed because of this. Some students returned home from their jobs very tired and this moved the mothers to inquire further about what kinds of tasks their children were doing on their jobs.

Evidence showed that conversation with their children about their bosses, people on their jobs, and things they had to do brought some families closer together. Parents noticed spurts of maturation in their offspring. Some parents wanted to know why their children were not paid minimum wages and others wanted to know if their children were missing work other regular ninth graders were receiving.

Student Roster 1971-1972

Work dates from September 1971 to August 1972

Female Students	Age 9/71	'71 Test Results Rdg.	Arith.	Average Grades 8th	9th	Absences 8th	9th	Employer	Job	Senior High Choices	Senior High Grades
T. B.	14-4	5.7	5.1	F	G	13	1	Edmondson Day Care Center	Teacher's Aide	407	65
L. B.	15-1	5.3	6.4	D	G	36	5	Third World	Sales Person	400	70
K. C.	14-8	6.4	6.3	F	G	10	1	Library	Desk Clerk	412	83
R. C.	14-9	8.8	7.3	F	G	29	1	A & B Shoe Store	Sales Person	70	80
V. E.	15-10	5.3	6.2	F	F	11	1	Key Circle Hospice	Laundry Worker	410	70
J. H.	16-2	7.0	6.5	P	G	79	8	Pat's Confectionary	Sales Person	410	50
D. J.	15-10	5.3	4.5	F	F	46	2	Forest Haven Nursing Home	Housekeeper	454	75
K. N.	15			D	F	21	2	Edmondson Day Care Center	Teacher's Aide	400	60
L. P.	16	6.1	5.8	P	F	33	8	Albry's Card Shop	Sales Person	PW-R	
M. P.	15-2	6.1	6.0	P	F	98	43	Card Corner	Sales Person	Repeating 9th at School 80	
T. R.	14-7	7.0	7.8	F	G	24	1	A & B Shoe Store	Sales Person	400	
A. R.	15-9	6.0	5.7	D	P			Card Corner	Sales Person	412	PW-P
D. S.	15-9	6.1	6.6	F	F+	8	4	Forest Haven Nursing Home	Kitchen Helper	70	70
R. T.	14-9	6.0	6.0	F	D	29	39	Forest Haven Nursing Home	Kitchen Helper	Failed School 70 Adult Center	
C. T.	14-7	6.4	7.9	F	F	41	9	Albry's Card Shop	Sales Person	70	D
B. T.	14-8	8.1	7.9	F	E	16	3	Forest Haven Nursing Home	Patient Care	Woodlawn, Baltimore City	
C. T.	14-3	7.5	6.6	F	G	22	7	Library	Desk Clerk	411	80
P. W.	15-7	7.1		D	P	76		Forest Haven Nursing Home	Nurse's Aide	400	70

Student Roster 1971-1972

Work dates from September 1971 to August 1972

Male Students	Age 9/71	'71 Test Results Rdg.	Arith.	Average Grades 8th	9th	Absences 8th	9th	Employer	Job	Senior High Choices	Senior High Grades
T. A.	15-7	4.0	6.6	F	G	24	4	School & Pre-School Supply	Storekeeper	410	65
J. B.	15-8	6.4	5.7	F	G	29	2	North Bend Shell Station	Pumping Gas	454	65
G. B.	16-1	7.3	8.5	F	F	28	2			410	55
G. D.	14-9	5.6	6.5	F	F	28	4	John Nock's Esso Station	Pumping Gas	400	65
M. E.	14-3	5.7	4.7	F	F	15	5	Music Mart	Salesman	400	60
R. E.	14-1	8.0	8.0	F	G-	7	2	Mogol's Office Furniture	Furniture Finishing	400	80
L. H	16	6.0	6.1	P	D	60	40	Beltway Pharmacy	Maintenance	Repeating 9th at School 80	
T. H.	14-6		6.0	P	F	58	7	Hilton Nursing Home	Maintenance	410	65
E. J.	16-8	5.8	7.1	P	G	49	8	North Bend Shell Station	Pumping Gas	400	PW-O
T. K	14-7	9.5	6.4	P	F	47	5	Phil's Arco Station	Pumping Gas	408	65
K. K.	15-9	7.2	8.1	P	G	60	6	Baltimore Rug Company	General Helper	410	PW-O employed
M. K	15-11	7.1	6.6	P	P	78	6	Forest Haven Nursing Home	Houseman	410	70
B. M.	15-11	6.2	5.6	P	F	10	0	John Nock's Esso Station	Pumping Gas	400	65
D. N.	15	6.2	6.0	P	F	27	6	School & Pre-School Supply	Storekeeper	410	60
D. R.	14-9	7.2	6.4	P	F	44	7	Mogol's Office Furniture	Furniture Finishing	410	70
A. R.	15-6	6.5	6.0	P	F	38	8	Duffy's Restaurant	Kitchen Helper	410	60
P. S.	15-8	6.5	8.1	P	P	17	6	Forest Haven Nursing Home	Houseman	70	70
S. W.	16	7.3	7.7	P	F	38	6	Beltway Pharmacy	Maintenance	410	60

Student Achievement and Attendance

Work dates from September 1972 to present date

Female Students	Age 9/72	1972 Test Results Rdg.	Arith.	Average Grades 71-72	72-73	Average Absence 71-72	72-73	Employer	Job
D. B.	15-0	7.0	6.4	G	G	21	4	Jenkins Memorial Home	Nurse's Aide
M. B	14-8	8.1	7.2	F	G+	4	1	Key Circle Hospice	Laundry Helper
M. B.	14-10	9.6	9.7	P	P	52	15	Post Sample Shop	Sales Person
B. C.	15-9		5.1	F	F	39	14	Jenkins Memorial Home	Nurse's Aide
Y. E.	14-6	6.5	7.4	F	G	7	0	Edmondson Day Care Center	Teacher's Aide
P. G.	14-11			D	D	?	18	Jenkins Memorial Home	Nurse's Aide
C. H.	14-11		7.3	P	F	45	5	Ken Mar Market	Store Helper
J. H.	14-4	6.7		P	G	?	5	Key Circle Hospice	Laundry Helper
D. J.	16-0	5.8	6.7	P	F	10	1	Key Circle Hospice	Laundry Helper
N. L.	14-7	4.9		F	G	48	4	Edmondson Day Care Center	Teacher's Aide
M. M.	15-11	9.2	8.0	F	P	6	7	Pratt's Bargain Center	Sales Person
B. M.	14-1	7.4	7.7	F	G	19	3	Jenkins Memorial Home	Patient Care
M. S.	15-1	6.8	8.1	F	F	30	13	Jenkins Memorial Home	Patient Care
T. S.	14-6	8.2	7.5	P	G	38	7	Ken Mar Market	Store Helper
C. S.	15-9	7.2	6.4	P+	G+	52+	5	Key Circle Hospice	Laundry Helper
K. S.	16-3	4.9	5.5	F	F	11	0	A & B Shoe Store	Sales Person
B. T.	16-1	5.7	5.1	P	G	81	7	Post Sample Shop	Sales Person

Student Achievement and Attendance

Work dates from September 1972 to present date

Male Students	Age 9/72	1972 Test Results Rdg	Arith.	Average Grades 71-72	72-73	Average Absence 71-72	72-73	Employer	Job
M. A.	16-2	7.3	8.3	P	F	73	7	North Bend Shell	Pumping Gas
S. C.	16-0	6.1	5.7	P	F	67	9	Phil's Arco Station	Pumping Gas
A. E.	14-2	8.6	6.7	G	F	9	4	Library	Page
Z. G.	15-7	6.6	6.5	P	F	31	4	Beltway Pharmacy	Maintenance
P. H.	16-5	6.3		D	G	73	2	Batt Tire Company	Maintenance
J. H.	15-2	7.8	6.3	F	F+	23	2	Orange Julius	Counterman
W. J.	15-7	5.4	5.8	P	P+	Hospital Sch.	9	Serio & Sons (Fruitstand)	Helper
T. J.	15-0	8.0	5.1	P	F	53	4	Beltway Pharmacy	Maintenance
T. L.	14-3	6.7	5.5	F	G	13	10	Library	Page
M. M.	14-0	7.5	6.1	F	P	40	4	Phil's Arco Station	Pumping Gas
M. N.	15-0	7.3	7.0	G	G	8	3	John Nock's Esso Station	Pumping Gas
R. O.	15-2	6.8		F	F	25	2	Batt Tire Company	Maintenance
R. S.	15-4			D	D	83	61	Beltway Pharmacy	Maintenance
A. S.	14-8	8.9	8.0	P	D	61	25	Serio & Sons (Fruitstand)	Helper
R. S.	15-5	7.7	7.1	P	F	39	1	North Bend Shell Station	Pumping Gas
R. S.	15-4	6.0	6.8	F	G	2	2	Phil's Arco Station	Pumping Gas
J. T.	14-10	5.5		P	F	53	2	Third World	Store Helper
D. T.	14-10	5.5	6.4	F	G	6	1	North Bend Shell Station	Pumping Gas
T. W.	14-11	7.0	8.7	G	G	7	1	School & Pre-School Supply	Store Helper
K. W.	16-1			P	F	43	2	Library	Desk Clerk
B. W.	15-0	8.1	5.4	F	G	10	0	School & Pre-School Supply	Store Helper

Appendix B - Cooperative Work Experience Program at General Henry Lee Junior High School

School Participants

John Berrent, *Coordinator*
Leon L. Lerner, *Counselor*
Maurice Schreiber, *Principal*

Yancy L. Whittaker, *Program Coordinator*
Secondary Component

Employer Planning Committee

Charles Boeckman
Frank Cimino
Dan Ditonno
Sidney Goldstein
Steve Lazarus
Jack Phillips
Dan Rugo
Harry Shofer
Sam Shofer

Participating Businesses

Dan Brothers
Elizabeth Fleckenstein Company
Gem Company
McCormick and Company
M. Shaivitz and Son
Shofer's Furniture Company
Steve's Supermarket

Introduction

One of the major goals of the Maryland Career Development Project is the development of a unique and effective cooperative work-study program for dropout-prone students at the junior high school level. Two programs designed to accomplish this goal are presently being conducted in two different junior high schools in Baltimore. The first was initiated at General Henry Lee Junior High School on April 19, 1971, and the second became operational on September 7, 1971 at Rock Glen Junior High School. Although the objectives developed for both programs by the project directors are the same, different approaches, organizational patterns, and activities are being conducted to accomplish them.

The work-oriented program was established in School 72 on April 19, 1971. In this program, student participants spend three morning hours in school taking regular and special courses and the afternoon hours working at selected training stations in the local community. A two-man team consisting of a full-time teacher-coordinator and a counselor is directly responsible for program design and operation.

Initially a group of twenty-one dropout-prone students were identified and selected to participate in the program at School 72. All students, approximately fourteen years of age, were enrolled in the seventh grade at the time of the program's implementation. To accomodate the original experimental group, the program was shifted to the eighth grade in September 1971. This school year (1972-1973) students are enrolled from the seventh, eighth, and ninth grades.

Project Objectives

To acquaint students with employment opportunities at a job entry level within their local environment which is overlooked often by students.

To utilize the small businessman as an advocate for the student-worker and to teach the student employability skills and attitudes as a result of the relationship.

To utilize the small businessman as a resource to the school to assist the school staff to understand the employer's needs so that instruction might become more relevant.

To help students relate school experiences to productive work.

To provide a means of retaining highly dropout-prone students within the formal educational establishment.

General Objectives

To establish desirable habits of regular attendance at school and work.

To develop desirable attitudes regarding tasks required at school and work.

To develop abilities to adjust to group situations at school and work.

To learn job skills through practical situations.

To develop respect for authoritarian figures.

Specific Objectives

To improve academically in the areas of reading and mathematics.

Specific Objectives

To learn to adjust at school and on the job regarding requirements of school and work.

To develop ability to earn money and utilize funds desirably.

To develop ability to relate skills learned in school and on the job to each other.

School Situation

School 72 is located in a poor socio-economic area of the inner city. Students attending School 72 come from a broad geographical area of the inner city. They are characterized by the program's staff as being generally socio-economically disadvantaged. The racial composition of the school's enrollees is 31.2 percent white and 68.8 percent black. The group as a whole presents to the school's staff many complex social, academic, and economic problems relevant to their disadvantaged backgrounds.

The school's environmental setting is in an unfavorable geographic setting. It is located in an area characterized by much demolition activity of the urban renewal type. The school buildings are outdated and in need of immediate replacement. At present, three physically separated buildings are used to house the school's students.

Criteria for Selection

Criteria for selection of "high risk" students relate directly to absenteeism. Students selected are fourteen to fifteen years of age, inclusive, who have been absent from school during three-quarters of the school year, (185 days in four quarters) no less than thirty-five days, and no more than ninety days. Thus, by and large, students selected will have demonstrated some desire for school attendance and will not have been totally absent.

Typical definition of such students will indicate high levels of absenteeism as defined above and academic failure usually due to absence, rather than to extremely low level academic aptitude. Reading ability might vary between 4.0 and 6.5 on an Iowa Basic Reading Test. However, students with better reading levels need not be excluded.

Behavioral problems do not constitute a syndrome attached to the selection process. If anything, apathy might be a more descriptive term of normal daily response. These are students who, basically, have found little meaning in the traditional curriculum and, coupled with consistent though not total absenteeism, find the daily classroom experience a frustrating one. Their responses are usually a result of frustration rather than severe personal problems.

These students, from an emotional and socio-economic viewpoint, will have some specific commonalities. They are inner-city residents, black and white, have low level income ($5,000 per year and lower), and are from fairly large families (an average of five to six children living at home). Many are from families with fathers not living at home. In many instances they are part of a matriarchial family with grandparents directly involved with the raising of the children in the home.

Many of the students are work-oriented. The girls have had extensive experiences within the home, such as cooking, cleaning, and taking care of younger children. Boys have had jobs in the neighborhood, such as in grocery stores, gasoline stations, and food markets. They have been shoe-shine boys or newspaper delivery boys, also. Few of the students have a record of delinquent activity or contact with court.

Coordinator—Teacher's Responsibility

Class size is limited to twenty-five students. The teacher of the class will be certified for teaching, but, in addition, will have had direct work experience in industry and will be knowledgeable of the world of work.

Responsibilities of the coordinator-teacher include the following items listed below.

Instructing the students in a class setting within the school for 150 minutes. Topics of instruction should relate to both academic and work experience phases of the program, meeting empirical needs of students. Necessary ingredients should include developing understandings of responsibilities on the job, getting along with employers and employees, and developing desirable habits and attitudes at work.

Maintaining necessary records relating to the jobs in which students are employed. These records include students' payroll records.

Locating jobs for students as needed, supervising students on the job, and operating in concert with employers to give students experiences which are valuable as learning situations.

Presenting to the employer an understanding of the students as adolescents.

Evaluating materials for use in the classroom phase of the program and the work phase of the program; this includes periodic evaluation of each student's progress by the teacher-coordinator of the program.

Planning lessons both in and out of school which will extend the academic and work knowledge of the student through field trips and other direct contacts with employer personnel and student.

Maintaining a continuing knowledge of the State and Federal labor laws relating to fourteen- and fifteen year-old students.

Developing a positive relationship in the community among employers, parents, and other individuals who may be helpful.

School's Responsibilities

The principal is administrator of the program, and bears full responsibility for the successful operation of the program, including development of instructional materials, innovative practices, and supervision. The school counselor has the responsibility of working closely with the teacher-coordinator in those elements of behavioral practice which will allow the student to broaden self-understanding.

Both individual and group counseling may be used to assist in this direction. Close working relationships between the teacher and the counselor should exist. Full resources of the school, including all personnel, will be made available to the teacher-coordinator.

Employer's Responsibilities

The employer will use the student as a working individual to assist in the operation of his business, consistent with State and Federal labor laws. He will help the student to develop desirable habits and attitudes relative to good attendance; to accept and develop habits of responsibilities on the job; and to get along with different types of people under varying work experiences in a realistic work setting.

The employer is not a teacher, though he will be teaching work experiences through on-the-job demonstration and practice. He may or may not teach the student a specific skill or trade. The order of the day may well be concentration upon habits and attitudes rather than the development of a work skill, though this does not rule out the learning of specific skills when such learning takes place. Generalized skills relating to the student and his work progress are to be regarded as typical objectives. The employer will be called upon for his periodic evaluation of the students' progress.

The employer may be asked to volunteer to work with the school, as is consistent with his time and need in the business, for the purpose of aiding the progress of the program. His activities may include helping to plan curriculum as well as periodic direct instruction of the class.

Additional Information

Students are paid a salary on a per-hour basis commensurate with community rates for part-time work in which students are involved. Continuance on the job by the student will be dependent upon his attendance at school and his positive achievement in the class situation. Parents of students will be required to give permission for their children to participate in this program. Hopefully, as a result of the program, a closer relationship with school personnel will develop.

General Outline of Classroom Curriculum

Five Classroom Hours

Orientation to employers and job samples

Use of cassettes

Former students to discuss jobs

Visit to a place of employment

Fifty Classroom Hours

Perspective of different careers

Use of data as defined in fifteen career clusters

Forty Classroom Hours

Self-concepts in relation to careers

Career interest testing, test interpretation, and development of concepts around expressed interests (Use of Kuder Interest Inventory, Form E)

Aptitude testing and interpretation (Use of GATB through Maryland State Employment Service)

Thirty Classroom Hours

Employer-student interaction

Employer visitation to classroom

McCormick and Company personnel visitation to classroom

Student visitation to selected companies

Student visitation to selected departments of McCormick and Company

Discussion of selected topics relating to adjustment on the job

Informal development of job problems by students and review of suggested solutions (Use of workbook, cassette tapes, and other audio-visual aides)

Average Absences

1970-71 School Year	1971-72 School Year
1st Quarter = 18.17	1st Quarter = 10.94
2nd Quarter = 22.50	2nd Quarter = 11.76
3rd Quarter = 22.05	3rd Quarter = 6.76
4th Quarter = 17.60	4th Quarter = 5.53

Averages for the first, second, and third quarters of the 1970-71 school year reflected the students' performance as a group prior to program initiation on April 19, 1971 during the fourth quarter. The figures show that the program has been effective in reducing the absenteeism rate among students who remained in the program.

During the second data collecting period which

Student Roster for September 1972 to February 1973

	FIRST QUARTER							SECOND QUARTER						
	ABSENT	LATE	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL STUDIES	WORLD OF WORK	ABSENT	LATE	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL STUDIES	WORLD OF WORK
9th Grade														
R. B.	5	10	70	90			70	11	18	70	80			70
W. B.	6	16			60	60	70	4	22			50	60	70
D. B.	3	12			60	60	70	19	14			50	60	70
W. G.	0	18		50	70		75	1	12		50	60		75
S. H.	6	12	85	85			75	3	12	90	75			75
M. M.	5	14	60	65			70	11	13	55	55			70
E. M.	18	3	55	60	50	50		14	1	60	50	50	50	70
C. N.	0	1	55	55	50	50	80	0	1	60	50	50	50	70
R. R.	4	6			50	70	75	5	16			50	80	75
C. S.	6	1	90	90			90	3	2	90	90			90
L. S.	1	2		75	70		85	1	3		55	70		85
8th Grade														
C. F.	1	1		70	60		70	1	2		80	70		75
D. T.	1	25	60	50			70	1	22	55	50			70
M. W.	27	5	60	60	75	60		8	9	80	50	80		75
7th Grade														
S. C.	1	12	50	50	50	50	75	0	14	50	90	80	50	75
I. H.	7	3	50	50	50	50		17	4	50	70	50	50	75
J. M.	3	9	70	60	50			0	0		70	60	60	80

Work-Study Program Withdrawals for September 1972 to February 1973

	FIRST QUARTER							SECOND QUARTER								
	ABSENT	LATE	ENGLISH	MATHE MATICS	SCIENCE	SOCIAL STUDIES	WORLD OF WORK	ABSENT	LATE	ENGLISH	MATHE MATICS	SCIENCE	SOCIAL STUDIES	WORLD OF WORK	WEEKS IN PROGRAM	WITHDRAWAL COMMENTS
9th Grade																
D. B.															4	Quit school after four weeks.
A. B.	7	8		50	50		50			55	50	50	50		7	Disciplinary removal. Quit school.
J. L.	0	2	55	55			70	9	7	55	55			70	20	Wanted to attend school full-time.
G. L.	NOT AVAILABLE														3	Entered Merchant Marine in October 1972.
B. N.			55			50	60			NOT AVAILABLE					3	Transferred to another school.
J. R.	NOT AVAILABLE									NOT AVAILABLE					16	Removed. Forged time cards. Quit.
R. S.	1	15	55	50			60	37	7	55	50	50	50		8	Disciplinary removal. Quit school.
8th Grade																
A. J.	10	17	60	60			70	22	17	65	50	60	55		8	Wanted to attend school full-time.
S. S.								Records sent to other school							4	Moved to another area.
J. T.	15	13	55	50	55		55	32	8	50	50	55	50		5	Moved to another area.
E. W.	1	7	85	95			85	0	15	90	85			85	19	Wanted to attend school full-time.
G. Y.	7	6			85	90	85	11	19	90	60	70	85	85	17	Wanted to attend school full-time.
7th Grade																
C. H.	18	13	50	50	50	50	50			50	50	50	50		5	Disciplinary removal. Transferred to another school.
D. L.	3	9	50	50	50	50	50	18	16	50	50	50	50		6	Wanted to attend school full-time.
J. M.	NOT AVAILABLE									NOT AVAILABLE					6	Wanted to attend school full-time.
T. N.			50	50	50	50	70	2	25	50	80	50	55	70	14	Wanted to attend school full-time.
K. P.			50	50	50	50	70	17	14	50	50	60	50	50	11	Removed because of forging time cards.
K. S.			50	50	50	50	60			50	50	50	50	50	5	Poor work record.

ended May 1972, attendance continued to improve each quarter. This would indicate a positive impact on the students participating in the program.

Scholastic Averages

1970-71 School Year

Subject	*1st Quarter*	*2nd Quarter*	*3rd Quarter*	*4th Quarter*
English	55.53	57.10	54.74	64.21
Mathematics	60.53	63.37	62.50	65.26
Social Studies	53.89	58.94	52.89	60.26
Science	54.74	58.95	55.52	63.06

1971-72 School Year

Subject	*1st Quarter*
English	73.42
Mathematics	72.89
Social Studies	67.37
Science	68.42

Appendix C - Project GO (Growing Opportunities)

Participants

Carolyn W. Boston, *Acting Director*, Guidance and Placement Division, Baltimore City Public Schools
Harry A. Carpenter, *Assistant Coordinator*, Ninth Grade Program
Muriel D. Johnson, *Assistant Coordinator*, Seventh and Eighth Grade Programs
Charlotte J. Mebane, *Coordinator*
Beatrice G. Randolph, *Assistant Coordinator*, General Vocational and Special Education Programs

Introduction

Project GO (Growing Opportunities) is a guidance-oriented program in the Baltimore City Public Schools, under the Division of Guidance and Placement. It was initiated in 1966 by the Guidance Department under the leadership of Mrs. Charlotte J. Mebane at Lombard Junior High School 57. This program was designed to meet the needs of ninth grade students by helping them keep alive their aspirations for future gainful employment through the exploration of career opportunities in the world of work. Project GO was expanded in 1972 to include the seventh, eighth, and ninth grades. Twelve junior high schools, one senior high school, three general vocational schools, and seven special education schools are included in the program.

The project utilizes the services of the community including active involvement of the Voluntary Council on Equal Employment Opportunity, Incorporated, under the leadership of Mr. Alfred P. Ramsey, chairman of the council and retired president of the Baltimore Gas and Electric Company. Also included are employers in the Baltimore metropolitan area, governmental agencies, businesses, industries, manufacturers, hospitals, and colleges. The principal factor contributing to the success of the ongoing program of Project GO is the participation in the program of every department in the school including administrators, teachers, and parents.

Project GO, an exemplary career education project, has opened the door to a new phase of its already multifaceted developmental program. Seventh and eighth grades have been included in the programming of activities, primarily, to bridge the gap of vocational awareness and exploration already begun at the elementary level.

Though the program is guidance-oriented, administrators, teachers, counselors, and the community are asked to pool their resources and expertise to develop and shape developmental, systematic programs and/or activities to make the exploration of careers meaningful and relevant to everyday pursuits in the classroom.

An outline of suggestions to be considered in the development of units and learning packages is included. With emphasis based on curriculum, each subject teacher involved is encouraged to be as innovative and creative as possible.

Self-Awareness and Job Exploration

General Objectives

To make the educational process and curriculum more relevant to students through a developmental approach to career awareness.

To provide for a smooth transition from the exploratory phase of the program in the seventh and eighth grades to the more sophisticated and in-depth experiences and activities in the ninth grade phase of Project GO.

To develop in students an awareness to the similarities which exist between school, their present occupation, and the demands of jobs and careers.

To foster opportunities for team teaching.

To study the worth of varied levels and types of work.

To mold attitudes necessary for success on the job.

To provide programs which encourage students to obtain career information.

To program exploratory experiences in the world of work and to make "real" the need for the acquisition of saleable skills.

Specific Objectives

To assist students in the understanding and acceptance of self as they see the need to prepare for the world of work.

To help students to maintain a constant awareness of jobs and careers.

To provide avenues for students to see the relationship of subjects in school to performance on the job.

To see how personal associations in life affect job interests.

To become aware of special interests, skills, and hobbies as an influence on future goals as they relate to jobs and careers.

Special Curriculum and General Vocational

Shop Area Seminar

This year Project GO has incorporated a new phase in the program entitled "Shop Area Seminar" for the participating three general vocational schools and seven special education schools.

The purpose of this phase is to actively involve students in specific shops, such as metal, woodwork, home economics, and others in order to accomplish maximum success educationally that may be applied to available occupations in the world of work. The vocational skill training is of great importance to the student in that it offers techniques in acquiring competencies required for successful entry into the employment world.

The Shop Area Seminar affords students the opportunity to exhibit completed projects made in various shop areas that may lead to their future careers.

Summary of Activities for Unit Do I Qualify?

A questionnaire was used to introduce this unit for eighth and ninth grade special education students. Some of the questions contained on the questionnaire are listed below.

1. What type of work does your father do?
2. What type of work does your mother do?
3. What types of jobs have you had?
4. Are you employed at present?
5. What type of work would you like to do?

The questionnaires were discussed and filled out. By analyzing the questionnaire, it was found that there were just about as many different jobs among the parents of the students, as there were students in the class. This was good because we had an opportunity to listen to different students discuss the jobs their parents had.

Each student was allowed to state his future job preference and to discuss the choice he made. From this discussion it was found that many of the students did not know very much about their chosen careers. We decided to concentrate our attention on the answers to the questions below.

1. What are my interests?
2. What are my abilities?
3. What type of personality do I have?
4. What kinds of jobs are available?
5. What qualifications are needed for various jobs?
6. What jobs do I qualify for?

It was decided not to discourage the students about their careers, but to let them do research and decide for themselves if they should pursue their chosen careers or if they should choose a career more in line with their interests and abilities. Luckily, most of the careers chosen were realistic and in line with their abilities.

At the beginning of the unit, we tried to find out as much as possible about ourselves. The students filled out and discussed such charts as My Interest Checklist, How Interest Leads to Jobs, What I Do Well, and Personality Checklist.

Health Care Phase

Specific Objectives

The field of health care encompasses many varied jobs which may be entered at different educational levels for the special education and general vocational student. Below are listed educational goals and objectives of the program.

To help students realize their beginnings, why they exist, and what they expect to do in the future.

To explore various health careers and their offerings for adaptation to individualized needs.

To offer students specific information in health careers that could lead to useful resources in deciding on the right job.

To develop an awareness of the importance of good attendance and punctuality as related to the job.

To increase maturity in decision making for suitable occupations.

Nursing homes can provide very important contributions to Project GO. There are many areas of employment present in this field for graduates of the general vocational curriculum and students of the advanced special education curriculum.

Since most of these graduates do not go on to schools of higher learning, it is necessary to provide opportunities for training the special education and general vocational students in the world of work.

Ideas for presenting the health care phase of the program are available for teachers to use. Presented here is a sample summary of the jobs which are included in the health care phase.

Health Care Jobs

Nurse's Aides. Includes range from auxiliary workers

to professional and subprofessional staff in hospitals and nursing homes. Nurse's aides (usually women) perform the lighter tasks, such as bathing and dressing patients, making beds, serving food, giving alcohol rubs, and helping patients to walk.

Orderlies. Orderlies (generally men) perform the heavy duties, such as moving patients from bed to bed or wheeling them to and from the operating room. They also provide services to male patients, such as shaving and other services.

Dietary Aides. Assists in the preparation of food. They serve appetizing and nutritious meals to help patients maintain or recover good health.

Maintenance Workers. The maintenance worker is a plumber or a carpenter, painter or a mason, janitor or janitress. They assist the chief engineer in keeping the hospital in top condition.

Housekeepers. (Housekeeper I) are responsible for supervising housekeeping personnel. They are responsible for the cleanliness of the facilities.

Clerical Assistants. Help with clerical, receptionist, and routine administrative jobs in many areas of the hospital. They are employed in clinics, doctor's offices, administration offices, and nutrition departments.

Where Am I Going? Why?

Specific Objectives

To involve the ninth and tenth grade student in curriculum development.

To help the student make wise decisions in planning his future.

To make school important as a vehicle for growing opportunities in careers.

To help the student develop realistic concepts of self-worth and dignity.

To help the student develop an awareness of his potential and how he can use this potential to his advantage.

To broaden the students' horizons in the exploration of career opportunities.

To provide opportunities for career in-depth experiences for the thousands of students who participate in the program.

To maintain supportive teamwork between industries, hospitals, colleges, and the Baltimore educational system.

Expected Outcomes

A greater degree of self-assurance and self-esteem

A lifting of aspirational levels

An improvement in school attendance

Enough motivation to stay in school to complete, at least, a high school education

More specific plans for the future

A greater interest in learning

Creating an identification with an occupation

Guidelines for Teacher Participation

Each teacher will develop his theme and approach in working with the pupils involved in Project GO. Attitudes, appearance, disciplines, and other factors may be stressed in all classroom activities. Opportunities in particular subjects may be explored and discussed. The activities which follow may be used in the Project GO classroom discussions.

Mathematics

How to compare rates of pay (hourly, weekly, monthly, yearly)
- 40 hours in a work week
- 4 1/3 weeks in a month (average)
- 52 weeks in a year
- 12 months in a year

Internal Revenue
Exhibits and bulletin board displays
Exploration of career opportunities in mathematics

English

Abbreviations commonly used in want ads (for example, *acct.* and *acctg.* (accounting).
The application form (what to do, what not to do)
Dictionary of application form words
Employment application forms
Role-playing (how to apply for jobs and the interview)
Newspapers to look for jobs
Bulletin boards and exhibits
Resource people for classroom discussion

Home Economics

Ways to dress for different job interviews
Appearance and grooming
Exhibits
Bulletin board displays

Science

Coordinate hospital services phase
Exhibits and bulletin board displays
Careers in science

Foreign Languages

Career opportunity exploration (interpreter, etc.)
Exhibits
Bulletin board displays

Social Studies

Career opportunity exploration (oceanographer, etc.)
Bulletin board displays
Exhibits

Art

Career opportunity exploration (illustrator, etc.)
Coordinate exhibits in corridors
Signs

Music

Provide music for assembly programs
Career opportunity exploration (musician, etc.)
Bulletin board displays

The Library

Section for books, periodicals, and pamphlets on careers
Exhibits

Physical Education

Career opportunity exploration
Exhibits
Bulletin board displays

Industrial Arts

Apprenticeship training
Career opportunities in trades

Business Community Involvement

Phase One

Each school will provide a motivational activity to introduce the purpose of the project, the expectations of the program, and an introduction to participating industries.

Phase Two

This program is launched with an assembly program sponsored by the Western Electric Company. The emphasis is the small group approach with basic qualifications for employment stressed. The theme of the whole presentation is "Stay-In-School," at least, through high school.

Phase Three

This phase consists of a "Living Witness" program sponsored by the Westinghouse Electric Corporation. An attempt is made to provide students with role models of persons who have overcome obstacles and who have now achieved success in careers in industry.

Phase Four

An effort by the schools is made to provide a one-day plant tour experience for every student in the program. Participating companies, businesses, and government agencies provide transportation, lunch, tours, and seminars for an all-day experience for students.

Phase Five

This program, sponsored by the Urban League and the State of Maryland Information Center, is directed to students who are not going to college, but who could be trained for a respected and rewarding occupation by entering the apprenticeship program.

Phase Six

This phase of Project GO concerns itself with the exploration of career opportunities in the field of higher learning. The college phase has been planned in cooperation with the Recruitment Task Force (RTF) formerly HECUA. A federation of twenty-three institutions and agencies of higher learning in the Baltimore metropolitan area, RTF has been concerned with reaching, informing, and enrolling those students who would not ordinarily consider college as a post-high school opportunity.

This program is open to all students who are interested in pursuing careers at the college level. It is designed to bring admissions personnel from various institutions to the junior and senior high schools to discuss with students the long term advantages of college education, the different types of colleges in the Baltimore area, the requirements for admissions, and the availability of financial aid. Interested students will have an opportunity to visit colleges and, in some instances, participate in activities on campus that will enhance college attendance for them.

Phase Seven

The culminating activity of Project GO is the Job Clinic where every participating student comes to be interviewed for a simulated job. The job interview is perhaps the most meaningful experience that ninth graders will ever have because these mock interviews will better prepare the applicants for the real thing when it comes along. The interviewers are personnel

officers from businesses, industries, hospitals, governmental agencies, colleges, and manufacturers.

Phase Eight

A large room should be set up to resemble an office where each student, regardless of grade level, comes to be interviewed for a simulated job. Professional people from industry act as interviewers. Students complete their applications for work in English or job training classrooms before this presentation so that they will be prepared to present these to the interviewers at the time of the interview.

Counselors and teachers work with students on the following items: preparing for the interview, correct dress for the interview, correct manners, selection of jobs you can do and want to do, and the application form.

Evaluation sessions are conducted by the students and industry personnel following the interviews. Following this, evaluation sessions are held in the classrooms with students and teachers evaluating the completed application blanks. Thank-you notes should be composed by the students and teachers in a cooperative effort and sent out to representatives following each phase.

Hospital Involvement

Hospitals play a very important part in the effectiveness of Project GO. They supply many job opportunities available in this field for high school graduates and for those who will go on to schools of higher learning.

Phase One

This phase introduces hospital services to the students. The assembly generally is moderated by the administrator of the hospital with a limited number of hospital personnel and students forming a panel.

Phase Two

A panel discussion by hospital personnel introduces the second phase. Personnel from different services of the hospital, dressed in their job uniforms, talk to students about their particular occupations and the qualifications required for their jobs.

Phase Three

Members of the hospital staff, dressed in their uniforms, visit classes. They teach for one class period.

Phase Four

A tour of the entire hospital complex is taken by a limited number of students.

Phase Five

This last phase includes an in-depth hospital experience for a selected number of students. These students have an opportunity to work cooperatively with different departments and diversified occupations for one day. Students report back to their classes for discussions related to their experiences.

Suggested Checklist for Evaluation by Interviewers of Interviewees

1. Application Form
   ☐ Neat ☐ Untidy ☐ Legible
   ☐ Illegible ☐ Complete ☐ Incomplete

2. Personal Appearance
   ☐ Good ☐ Average ☐ Poor

3. Poise
   ☐ Good ☐ Average ☐ Poor

4. Fluency of Expression
   ☐ Good ☐ Average ☐ Poor

5. General Attitude
   ☐ Motivated ☐ Indifferent ☐ Negative

6. Final Disposition of Interviewer
   ☐ Accepted ☐ Not Accepted

Baltimore City Public Schools
Division of Guidance and Placement
Project GO Application for Employment

CLASS _____

YOUR NAME _____ DATE _____ SOCIAL SECURITY NO. _____
(Last) (First) (Middle) (Maiden)

ADDRESS _____ TELEPHONE NO. _____
(Number) (Street) (City) (State) (Zip Code)

Are you a citizen of the U.S.? ___ Yes ___ No Birthdate Birthplace Male Female Height Weight Marital Status

Name of position for which you are applying:

Whom should we notify in case of emergency?

(Name) (Address) (Telephone No.) (Relationship)

If you are physically handicapped, explain how:

LIST THREE REFERENCES (NO RELATIVES) ADDRESS OCCUPATION

EDUCATIONAL HISTORY Elementary School Jr. High High School College Grad. School
Circle highest grade completed. 1 2 3 4 5 6 7 8 9 10 11 12
Other:

NAME AND LOCATION OF SCHOOLS ATTENDED DATE MO. & YR. TO MO. & YR. DIPLOMA–DEGREE

ELEMENTARY SCHOOL _____ TO _____

JUNIOR HIGH SCHOOL _____ TO _____

SENIOR HIGH SCHOOL _____ TO _____

COLLEGE _____ TO _____

What office machines can you operate? Do you type? Other typing skills

EMPLOYMENT RECORD: Name of Last Employer Address Tel. No. Kind of Work Done Reason for Leaving

I CERTIFY THAT THE ABOVE INFORMATION, TO THE BEST OF MY KNOWLEDGE, IS TRUE.

(DO NOT WRITE IN THIS SPACE)

Interviewed by: _____

Date Signature

Appendix D - The McCormick Plan at the General Henry Lee Junior High School

Introduction

Career choice and adjustment on the job now represent a main thrust and challenge to education and industry. The questions are large and daring. What can schools do to help students realistically find a satisfying and creative place for themselves in the world of work? Do companies have an obligation in regard to creative and productive involvement of workers in their respective skills and labors? If so, how can industry and schools work together to further these aims?

In a special White House news release in September 1972, President Nixon was quoted as making the statement below.

> "Career education is another source of major new emphasis, an emphasis that grows out of my belief that our schools should be doing more to build self-reliance and self-sufficiency to prepare students for a productive and fulfilling life. Too often, this has not been happening. Too many students from all income groups have been 'turning off' or 'turning on' their educational experience whether they drop out of school or go on to college. Too many of our young people find themselves unmotivated and ill-equipped for a rewarding social role. Many other Americans, who have already entered the world of work, find they are dissatisfied with their jobs but feel it is too late to change directions, that they are already locked in."

The School 72-McCormick Plan is a cooperative joining of hands to help students at the junior high level begin to move toward satisfying and fulfilling careers. It is an acceptance of a challenge and a small attempt to begin answering complex questions.

Aims and Purposes

The School 72-McCormick Plan is a cooperative learning venture whose aim is to acquaint junior high school students with many facets of the world of work. This aim is further defined by having the students gather facts and develop realistic attitudes in regard to employment.

To accomplish these aims, a series of Learning Package Units were specifically designed. These units are adaptable to individualized instruction, class group procedures, or a combination of the two. In the individualized instructional program students are given an opportunity to proceed at their own pace through the units and their components. When used in a traditionally organized classroom, the students work together as a group. Each of these techniques has been operative at School 72.

To extend their classroom learning and to experience concepts and attitudes developed in a class situation, the students are given the unique opportunity of spending one full day at the McCormick Company, Light Street Plant. Prior arrangements with McCormick personnel in selected departments allow students to choose one job which they observe and participate in. Such participation allows them to perform those aspects of the job which they can do adequately and safely.

How the Plan Works

On the day the student is assigned to the plant, he reports to school as usual and is accompanied to McCormick by a teacher or aide. The McCormick employee assigned to the visitation part of the program meets the student and gives him a brief orientation regarding the activities of the day. The student is then introduced to his employee-host with whom he spends the entire day including the tea break and lunch. The employee explains, demonstrates, and answers questions about the particulars of the job. Each student is the guest of McCormick and Company for a snack and lunch. As a remembrance of the day, the student is given a picture of himself on the job and a ball point pen.

Students observe and participate in the following job areas: Spice Mills, Inspection Services, Computer Operations, Human Relations, Office Services, Accounting, Filling Department, Maintenance, Printing, Spice Glass, and Quality Control. In addition, special arrangements are sometimes made to accommodate students whose interests are in areas not originally planned for, such as Industrial Nursing.

Visitation to the plant calls for two objectives – that which the students are expected to achieve before leaving the plant and the objective which the students are expected to accomplish in the classroom on the day following their plant experience. At the end of the working day at McCormick, the student should be able to discuss at least one new occupational skill which he learned.

The student should be able to discuss in what manner his employee-host demonstrated friendliness to others, cooperation with others, job knowledge, good use of time, and safety habits.

The student should be able to discuss his experience at McCormick including the following facts about his employee-host—name, job title, job duties, number of years employed at McCormick, kind of clothing worn to work, and general appearance. He should have noted his duties for the day and job attitudes, including those of the elevator operators and the cafeteria workers. The visit should enable the student to demonstrate employee friendliness and cooperation.

Not only do the students visit the plant, but McCormick employees visit the school. The primary purpose of the employees' visits is to expand the students' awareness of the world of work. This includes discussions and reinforcement of principles previously taught in the Learning Package Units. In addition, a description of their own or other jobs are reviewed, including required education and training and promotional possibilities.

The employees bring a sense of realism into the classroom. To supplement the visitation and the employee interchange, trips to other plants and businesses are also undertaken. Employees from other plants are invited to come into the classroom to speak.

Who Is Involved

The principal of School 72 is the administrative director of the school-related aspects of the program. Under his direction teachers, counselors, and aides perform their respective functions. Students can be selected from any of the grades on the junior high school level or they may be limited to a particular grade level.

Teachers assigned to the program work closely with the school administrator, the counseling staff, and industrial personnel. Desirable characteristics of these teachers would include a high degree of flexibility, a knowledge of career areas, industrial functioning, and expertise in human relations.

The counselor is involved with students in the career area. He acts as a resource person in providing occupational information as well as defining career requirements in classroom and small group counseling sessions. In this respect, he provides data to supplement the Learning Package Units.

The teacher-aide has an important role to play, especially if the program is conducted in a manner to provide for individualized instruction. Duties of the aide include working with individual students, assisting with the keeping of records, and helping to systematize materials. In addition, the aide may be called upon to assist the teacher in performing miscellaneous tasks which are necessary for the smooth functioning of the program.

On the part of the company, the administrative responsibility for the McCormick Plan is assigned as a line function to one of its management personnel. Assistance is provided through an active advisory committee. Persons on this committee are selected from departments which are actively involved in the program. They are assigned responsibility for coordinating specific phases of the activity, such as student visitations, field trips, and speaker programs. In addition, one member serves as secretary and one as editor of the program's *Newsletter*.

What the Plan Accomplishes

Students who participate in the program are expected to accomplish certain goals. These goals are listed below.

Students should be able to improve communication skills, both orally and in writing.

Students should be able to demonstrate desirable procedures for job interviews.

Students should be able to identify from a cluster of jobs one job area in which they wish to spend a day.

Students should be able to recognize, demonstrate, and judge good job attitudes.

Students should be able to identify the necessary educational requirements for certain jobs and professions.

In addition to the specific goals noted above, it is hoped that the students will develop a more positive self-image and be able to work effectively alone and with others.

Students who participate in the program indicate that they obtain a realistic understanding of facts, ideas, and attitudes relating to work. These responses are achieved through the techniques previously mentioned—use of Learning Package Units, visitation to class by industrial personnel, and in-plant visitation by the students. These activities reinforce each other to produce positive behavior responses on the part of the students.

On the job, students are able to observe relationships as they exist among workers. In this connection, students are able to determine what it takes for people to get along with each other at work. Through their actual supervised participation, students experience effective working relationships and cooperation among employees. While observing and participating, they develop an awareness of occupational facts. These facts relate to employment practices, working conditions, job benefits, attitudes among workers, and promotional opportunities.

Through their involvement, students begin to develop an awareness of the American economic system as it pertains to the life of the worker. In addition, consumer facts, leisure time activities, and the community concerns of the worker are reviewed. The family unit and its functioning in regard to job and personal responsibility is studied.

Parents are directly and indirectly involved through invitations to attend class sessions, to visit the plant, to serve as resource personnel, and to serve on planning committees. Through this interaction, parents become apprised of career concepts which relate to their children. Parents are frequently requested to assist students in exploring ideas relating to classroom work.

The involvement of employees is personally stimulating to them in the course of their acting as hosts. Warm, accepting responses on their part are established with the students.

Background

In the fall of 1968, McCormick and Company, Inc., undertook the formation of a Community Involvement Committee to actively contribute to the education of young people in regard to the world of work. Specifically, the committee wanted to help students develop more successful work skills and desirable job attitudes so that they could more successfully take their places in society. General Henry Lee Junior High School 72, located in Baltimore, Maryland, within a block of McCormick Division of McCormick and Company, was chosen as a partner to join in this endeavor.

During the school year 1969-1970, the principal of School 72 and the members of the McCormick Community Involvement Committee met to explore and plan possible action. This resulted in a working arrangement which provided for the items listed below.

Direct financial assistance from the company for student needs

Utilization of company materials, personnel, and services for educational purposes

Direct participation by students through visits to the company

Provision by the company for recreational and cultural experiences for students

An initial period without any formalized program was attempted during the spring of 1970. This was followed by an intensive evaluation, modification, and expansion of the program for the 1970-71 school year. During the summer of 1970, a team of teachers was assigned the task of writing a series of Learning Package Units for individualized instruction. In preparation, the writing team familiarized itself with industrial operations through a series of meetings and exchange visits with McCormick personnel. Company literature, procedural information, and forms were reviewed and assimilated, culminating in a series of Learning Package Units which were identifed as the Baltimore City-McCormick and Company-School 72 Cooperative Learning Package Units.

Implementing the Program

The School

A team approach is necessary to initiate a program of this kind. Team effort is required both at the school and plant level. Inherent here is a one-to-one relationship in which a single school and a single plant agree to function together to provide students with an understanding of the world of work.

Representatives from school and industry meet to formulate purposes and procedures which will be operational within the framework of both school and plant. A subsequent design should be evolved to implement agreed upon goals. Continuing joint meetings are required to complete necessary details. Such meetings should reflect the individual aspects of school and plant, predicated on an understanding of the functioning of both institutions. In addition to joint meetings, separate meetings of school and plant personnel are required to plan the scheduling of speakers and plant visitation by the students.

The steps listed below provide a guide to the development of a cooperative program on the part of the school.

Curriculum materials for classroom use are essential as a beginning step. These would include Learning Package Units, books, brochures, films, and other related materials.

Teachers who are involved in this program must possess a high degree of flexibility in regard to learning procedures, working relationships with students and industrial personnel, and utilization of time.

The classroom should be physically arranged to meet the needs of the program, depending on the techniques utilized. For individualized or small group instruction, arrangements should be made for a high degree of mobility on the part of the students with ready access to learning materials.

Continuous planning by teachers, students, parents, and the company involved is necessary to insure the smooth functioning of the program.

At a determined point in the Learning Package Units, arrangements are made for visitation to the plant for one full day.

Speakers from the company are scheduled to visit the classroom.

The Company

Due to the demands of business, the in-plant visitation is scheduled from late February until early April and covers an eight-week period. During this time students visit the facilities twice a week, fifteen students per visit. They assemble in the orientation room and are briefed on safety and the day's activities. Following the briefing, students are assigned to a supervisor-host. The student remains with this employee until 2:00 p.m. (work place, breaks, lunch, etc.).

At no time is the student permitted to wander off alone or to go unobserved. The supervisor-host escorts the student to the orientation room at 2:00 p.m. for a review session at which time each student is required to give a one-minute summary of his day's activities.

Preparation

Coordination of this program begins early in November when department supervisors, workers, and other personnel are contacted. Detailed schedules for each individual department are provided throughout the month of January.

Student Visitation Schedule

November 1 - Estimates are received from the school regarding the number of students to visit the facilities.

November 15 - The various function heads are contacted in order to arrange meetings with the personnel in their areas.

November 25 - Supervisors of the various departments are contacted, and initial plans are established regarding the number of students each department can handle and on which days they may visit.

December 5 - The Plant Safety Director makes a tour of the manufacturing departments pointing out any unsafe areas to the supervisors. Special instructions are issued that students must not work in or near these areas.

December 15 - A tentative schedule is forwarded to all concerned personnel, listing the dates of the students' visits and other pertinent information.

January 20 - A meeting is held with all employees in the various departments who work directly with the students. Explanations of schedules, lunch and tea breaks, safety and sanitation rules, and general responsibilities are outlined and reviewed.

February 22 - Visitation is started.

April 20 - Visitation is ended.

Student Visitation Schedule

The actual time used by all employees involved in this phase of the program is approximately 1,400 hours. The breakdown of these hours is listed below.

Two orientation meetings for host of one hour each (twenty hours)

Coordinator (one-hundred hours)

Time spent by all employee-hosts actually supervising students (one-thousand two-hundred eighty hours)

It is to be noted that all of the time cited here is not nonproductive. A majority of the employees perform at approximately eighty percent efficiency. Key areas to which attention must be given in planning are safety, adequate communication to departmental supervisors, sufficient lead time for proper planning, and proper orientation of the students.

School Speaker's Program

Background

Ten McCormick and Company employee volunteers are chosen to speak to five different classes, resulting in a total of fifty visits to School 72. The speakers choose subjects for discussion from selected Learning Package Units, or they discuss their particular job areas.

This phase of the program is designed to reinforce regular classroom activity. In addition, students may identify specific areas of interest to look for during their in-plant visitation.

Preparation

Volunteers are solicited from the employees who potentially have the ability to relate to the students. Two one-hour meetings are held with these employees to orient them to the program, assign subject matter, and explain their responsibilities. The Program Coordinator accompanies each employee on his first visit, evaluating the effectiveness of the presentation and providing guidance as necessary.

Requirements

Actual hours used by the ten participants, including travel and classroom time, are approximately six-

ty hours and thirty minutes (one hour and fifteen minutes per visit). Additionally, twenty hours are spent on two one-hour orientation sessions.

The Coordinator spends a total of eleven hours and fifteen minutes accompanying each speaker on his first trip plus eighteen hours setting up the program. Total time by all employees on this phase of the McCormick Plan is one hundred and ten hours.

Key areas to which attention must be given in planning are listed below.

Choosing employees who can relate to students.

Continuity in the presentations.

Proper coordination with supervisors and close communication with the school in selection of topics for discussion.

Speakers following an outline so that each class may receive the same information.

Variations and Adaptations

The format of operation as presented here may be varied according to school and company organization, needs, aims, and facilities. Variations may include using only portions of the Learning Package Units. The presentation of material in the classroom may be undertaken either by full class instruction, small group arrangements, individualized instruction, or a combination of these.

Selected groups of students may plan to visit the company for specialized purposes. Students who reach a point where they would benefit by a demonstration of selected work processes or specific skills might be included. Students who may be engaged in work-study projects can benefit from such a specialized arrangement. Company workers with particular abilities may visit the school to demonstrate and define these skills.

Varied social activities, as part of the learning process, enhance this program. Included are such activities as student performances in the plant, either glee club or dramatic club; a newsletter for plant personnel and students; films of plant and industrial operations; and literature relating to the company and its operation.

As a reward for the students' participation in this project, McCormick and Company makes available the use of its facility at Parson's Island in the Chesapeake Bay. On these occasions, the students are treated to lunch and a full day of recreation. The island facilities are also used for science and art instructional purposes.

Students are taken to the island in groups of thirty-three to thirty-five. The minimum number of chaperones recommended is not greater than seven to one. The total cost for five trips was $1,105.00 which includes the following expenditures: food - $540.00; bus - $430.00; miscellaneous - $135.00.

Five to seven company chaperones and two to three school chaperones accompany the students. Key areas to which attention must be given in planning such trips are listed below.

Adequate orientation to chaperones and students

Good choice of location for trip

Effective supervision by chaperones at all times during the trip

Checking the site in advance for hazardous conditions

Career Implications

In the McCormick Plan, there are numerous aspects which relate to career definition on the part of the students. At General Henry Lee Junior High School a majority of the students are unrealistic in regard to career expectations. Their need in this direction is for self-understanding and the acceptance of a self-concept which will allow them to aim toward fulfilling careers.

Invariably, interests and aims of the students are not high on the occupational scale. Many boys and girls, talented in various areas, do not undertake movement toward realization of these talents by continuing their education or training.

The McCormick Plan assists students in developing a positive self-image. In the classroom, the Learning Package Units and the teacher consistently reinforce items which emphasize this positive self-concept. On the job, the students are accepted by adults. At the same time, students view operational processes as relating to a given skill. Continuing reinforcement of self-image allows these students to look at career horizons from a more aspiring vantage point.

To bring realistic facts to students about their own career interests and job possibilities within their interest span, School 72 utilizes a career interest test (Kuder General Interest Survey, Form E) which is at the level of the student's ability to perform.

Test results are interpreted and various learning activities are undertaken to bring meaningful occupational information to the students. Parents are involved in the interpretation of these results to students.

Evaluation

The McCormick Plan, in addition to other components of ESEA Title I, Individualized Instruction Project, was evaluated in 1970-71 by the Baltimore City Public Schools Division of Research and Development. A reward system was developed as part

of the McCormick Plan. Other components at School 72 included individualized instruction in mathematics, oral speech pattern development, and in-service training of the faculty.

The findings of the evaluation were generally positive. An assessment of the students' growth was presented in the study. The report pointed out the following information.

> "In many ways, the project at School 72 was exemplary. Instructional services and supporting services were blended into a project that had definite goals and objectives and a strategy to match. The project seemed to have considerable impact on students in the seventh and eighth grade . . . ."

As the McCormick Plan continues, further attention is being given to changes and innovations which may contribute to the purposefulness of this program.*

*This information was prepared by Mrs. Laureen Ritter, social studies teacher and Leon L. Lerner, counselor at School 72; Mr. Howard E. Marshall (Manager, Employee Relations) represented the Community Involvement Committee of McCormick and Company.

Appendix E - Career Information Center

Function

The function of the center is service—service to the educational staff, students, parents, and community. Bringing in the resources of industry is also a function. Speakers, audio-visual material, and field trips are ways of joining education and industry.

The Career Information Center has to put all the pieces of the puzzle together. It will serve as a nerve center in achieving the goals and objectives of all aspects of the Career Development Program. Moreover, the center will assist in expediting change, reducing duplication, and promote efficiency in the total program.

Location

The Career Information Center must be located at a central facility so that it can be used readily by educational staff, students, and parents. A popular location seems to be in the library and/or near the guidance office. Students with a need for career information are sent to the Career Information Center and when they have started to narrow down their choices, they will be referred to the guidance department for additional guidance and counseling. A central facility will also permit utilization by instructional staff.

Organization and Administration

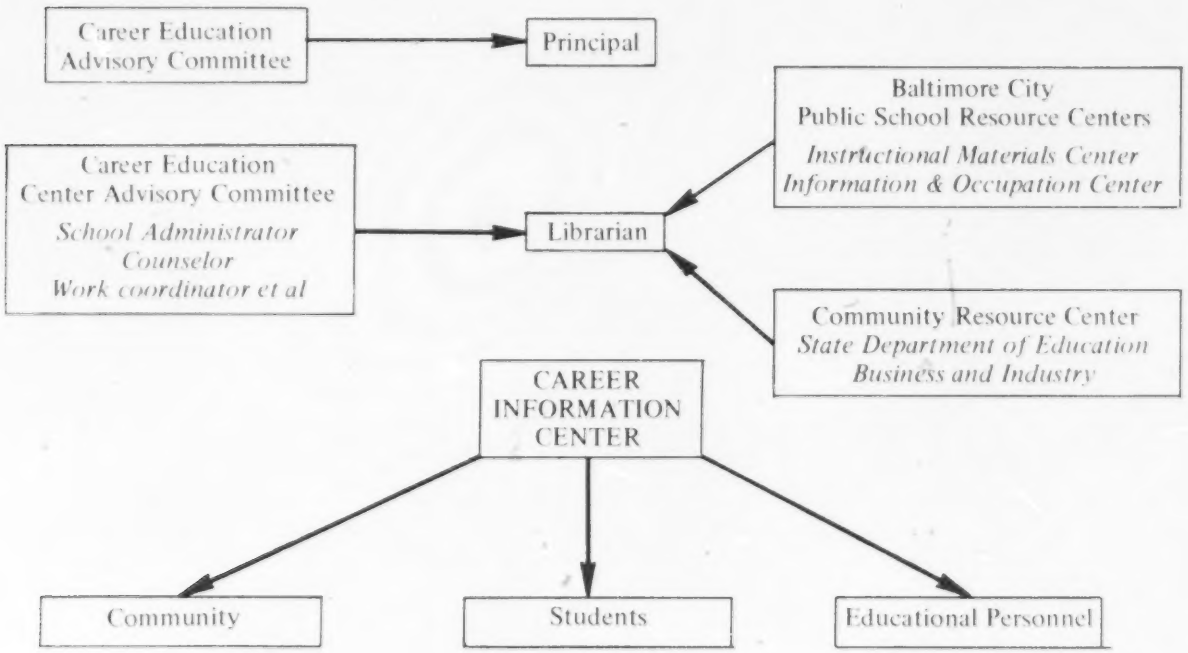
The ultimate responsibility for the total school Career Education Program rests with the principal and the Career Education Advisory Committee. However, the immediate supervisor of the Career Information Center should be an assigned professional and his advisory committee. The professional may be a media coordinator, librarian, counselor, or teacher.

The Career Information Center Advisory Committee membership may be comprised of representatives from the administrative, guidance, and instructional staffs, the work coordinator, students, parents, and community representatives. The primary function of this committee will be to assist the center coordinator in the organization, implementation, and administration of the center as a service unit. An additional function should be continuous assessment and evaluation of all services and resources.

Materials and Equipment

The Center should develop techniques for collecting and cataloging all audio-visual materials and equipment, school and community resources, and services available for students and teachers. Another as-

FLOW CHART SHOWING ADMINISTRATIVE STRUCTURE OF CAREER INFORMATION CENTER



pect of the Career Information Center organization should be the cataloging of some resources for use by subject area departments. Each curriculum should include some career information. A student proficient in science or art should be aware of what the opportunities are in his field.

Resources

The Career Information Center resources should include the items listed below.

A multi-media department—This department will provide a variety of materials and equipment geared to increasing the dimension of "sight and sound" in the learning process and enhancing the students' career development. Equipment for this department includes cameras, cassettes, tape recorders, filmstrip-making kits, projectors, videotaping equipment, films, and other pertinent materials.

Instructional materials (teaching packets and plans, for example)

Guidance kits

Career teaching sets (guides and materials)

Catalog of school and community services

Catalog of business and industrial visitation sites

Catalog of career resource people for class visitation

Assessment and Evaluation

The Career Information Center Advisory Committee and coordinator should assess and evaluate the center about three times each year. Modifications and recommendations for improved services should come to the attention of the principal and the Career Advisory Committee.

Appendix F - Project VIEW (Vital Information for Education and Work)

Participants

Mr. Harry Colbus, *Coordinator*
Cooperative Education and Placement

Mr. William DeWolff, *Counselor*

Mr. Jon Frisby, *Guidance Department Head*

Mrs. Marjorie Gasparotti, *Library Assistant*

Mr. Cornelius E. Griffin, *Coordinator*
Cooperative Education and Placement

Mr. Oscar L. Helm, *Principal*

Mr. John Kaminsky, *Counselor*

Mr. George A. Kammerer, Jr., *Coordinator*
Project VIEW, Maryland Career Development Project

Mrs. Laura Lynch, *Librarian*

Mrs. Suzanne Muehlenkamp, *Counselor*

Mr. Philbin Scott, *Counselor*

Mr. Yancy L. Whittaker, *Coordinator*
Secondary Component, Maryland Career Development Project (K-Adult)

Miss Mary Worden, *Counselor*

School Situation

Southern Senior High School 70, has been the focus school for adaptation, observation, and analysis of the Career Information Program VIEW (Vital Information for Education and Work) operating within the Baltimore City Public Schools. Southern is located in a residential-industrial South Baltimore neighborhood opposite historical Federal Hill Park. Attending are 2,076 students (seventy-five percent white and twenty-five percent black) mainly from the lower middle and middle class socio-economic family level. Over fifty percent of the students are enrolled in the business education curriculum. Twenty-five percent pursue vocational-technical course work and the remainder pursue general or academic coursework.

The VIEW Approach

Comprehensive career guidance is a must if students are to establish relevant and intelligent occupational goals and are to make realistic educational choices based on the goals. Guidance counselors and others concerned with giving career information are faced with a bewildering array of books, pamphlets, mimeographed handouts, and other materials from which they are expected to derive their occupational information. Various guidance materials are of different sizes, formats, and concepts, and many are obsolete or inappropriate. VIEW is a service to provide localized occupational and educational information to students.

Advantages of the VIEW approach to career guidance are listed below.

Counselors are provided the opportunity to perform their professional work of counseling by relieving them from sorting through mountains of occupational information.

VIEW is an inexpensive production and duplicating system for disseminating occupational materials.

VIEW provides information that is specific to the local labor market and will be able to be revised each year.

The material is developed around the interests, aptitudes, and abilities of students.

The VIEW system encourages involvement and the interaction of students with teachers, the library, counselors, and parents.

Career Development at Southern High School

VIEW is a vital facet of the career exploration program at Southern Senior High School. A chronological review of the use of the VIEW system at Southern during 1972 and 1973 is listed below.

February 18, 1972	VIEW reader-printer machine installed in Southern High School in a career resources room adjacent to the guidance office.
February 19 through March 8, 1972	Orientation of counseling staff in use of VIEW machine.
Week of March 18, 1972	Demonstration of use of VIEW machine for State Department of Education (Career Development Project Director and Assistants) and Baltimore City Public Schools guidance staff.

April 10, 1972	First packet of Baltimore area VIEW cards delivered to Southern High School.
Week of May 8, 1972	Demonstration of use of VIEW machine for vocational education supervisors from Prince Georges and Anne Arundel Counties.
May 8 through June 1972	Normal in-school use of VIEW program by counselors and students both in group discussions and individually.
October and November 1972	Preparation of VIEW notices and posters placed around school.
October 2 through December 1972	Utilization of VIEW system demonstrated to each tenth grade college preparatory, vocational-technical, and general curriculum class.
October, November, and December 1972	Personal assistance to classroom teachers and instructional department heads in procedures for making optimum use of VIEW.
October 1972 through present	Follow-up use of VIEW machine by students as a part of classroom study and/or personal use durimg scheduled class periods, lunch hour, before school, and after school. (See attached copy of Occupational Facts Chart.)

VIEW Cards

At the present time there are eighty-four VIEW cards in the packet. Information on the cards relates to occupations and careers in the Baltimore area. The VIEW machine serves in a dual capacity in that the student can observe the printed information as it appears in the viewer or he can reproduce the material and retain a copy for his personal use.

The machine is simple to operate but is less trouble-free than is desirable for a machine operated frequently by teachers, counselors, and students. During the school year 1972-1973, approximately 600 students utilized the VIEW machine. This number includes students in grades nine, ten, and eleven. There was relatively little use by seniors.

Aside from group usage of the VIEW reader-printer during the period December 11, 1972 to January 3, 1973, students at Southern Senior High School used the VIEW Program on an individual basis. Fifty-three students completed some or all of the survey cards giving the composite information listed below.

Total number of VIEW cards examined was 124.

From how many VIEW cards was a printout made? 114.

How many VIEW cards contained opportunities about which you wanted more information? 80.

Evaluations of the two statements listed below were given.

The career information center meets my needs for information about occupational opportunities very well.

Strongly agree-5; agree-30; don't know-18; disagree-0; strongly disagree-0.

The career information center meets my needs for information about educational opportunities very well.

Strongly agree-3; agree-19; don't know-28; disagree-2; strongly disagree-1.

Career Exploration Day

A direct outgrowth of the use of the VIEW machine was the Career Exploration Day on February 23, 1973. It was felt that the interest generated by the VIEW project warranted a career day at Southern. This would allow the students to pursue further interests engendered by information found on VIEW cards.

Pre-Planning

Career Day pre-planning involved the activities listed below.

Collection of materials related to careers. Sources were the United States Employment Service, Enoch Pratt Free Library, and the educational and occupational information counselor (Baltimore City Public Schools Guidance Division).

Preparation of posters by the commercial art students.

Preparation of lists of occupations and careers which were distributed to each student.

Students used career and occupation lists to select two choices (first and second choices). The first two periods of the day were set aside for career exploration. Each student would have an opportunity to explore two careers.

Materials about career education were duplicated and

Occupational Fact Chart*

NAME _____ DATE _____

1. Name of occupation investigated:

2. What kind of work is done?

3. Which does the work mainly involve? ( ) Things ( ) Data or ideas ( ) People

4. What does the work require?
   a. Education needed (kind & amount) a. _____
   b. Skills needed b. _____
   c. Attitudes or interests needed c. _____
   d. Others (fill in) d. _____

5. Your main strengths for this occupation:

6. Your main weakness for this occupation:

7. How suitable would the job be for you?
   ( ) Not suited (don't have the same abilities or skills required)
   ( ) Doubtful suitability (would be a below average member of the occupation)
   ( ) Fairly well suited (would be an average member of the occupation)
   ( ) Well suited (would be a better than average member of the occupation)

8. How suitable would the required education be for you?
   ( ) Not suited (would be a failing or disinterested student in this education)
   ( ) Doubtful suitability (would be a barely passing, mediocre student in this education)
   ( ) Fairly well suited (would be an average student in this education)
   ( ) Well suited (would be a superior student in this education)

9. Employment outlook now

10. Future outlook

*Students use this form in conjunction with the VIEW Program.

circulated within each department for teacher study and utilization.

Units of study were taught in the English classes. These units included job seeking, interviews, and career selection.

Librarians planned and displayed an extensive selection of materials, books, and pamphlets related to careers. Classes were scheduled in the library for discussion of career-oriented materials. The use of the *Occupational Outlook Handbook* and related reference books was explained. Numerous pamphlets were made available which described various careers. There were "give-away" materials to students desiring them.

Activities

The activities listed below were carried out on Career Exploration Day.

Each department in the school planned and executed displays, such as bulletin boards related to careers relative to their subject areas. In addition, individual teachers prepared classroom displays.

Counselors, coordinators, and faculty jointly selected guest speakers to represent career fields in which the majority of the students had expressed an interest.

Students were given cards which indicated where speakers would be located in the building during the first and second periods. All students in the school were involved, and each student had the opportunity to hear two separate speakers of his own choice.

Many types of occupations and careers were represented by the guest speakers. These included construction trades, armed forces careers, office work, health careers, manufacturing, communications media, transportation, civil services, technology, higher education, environment and ecology, personal services, consumer homemaking, hospitality and recreation, and marketing and distribution.

Follow-Up Activities

Students were involved in the follow-up activities which are listed below.

In English classes students were asked to evaluate Career Day. The responses indicated that a majority of the students profited from the experience. Many of them expressed a desire to repeat the Career Day next year.

Informal responses by faculty members indicated a general consensus that the experience was a worthwhile one for most students.

Guidance counselors and coordinators agreed that Career Day was especially beneficial to the students who have had no actual work experience. Many students at Southern do not leave South Baltimore individually to seek employment until after graduation. It was felt that this exposure to representatives of industry was very stimulating and beneficial.

Appendix G - "The Crystal Ball" An Individualized Learning Package

Introduction

"The Crystal Ball" is an individualized learning package used at the General Henry Lee Junior High School. The portion which follows was devised by Mrs. Carolyn W. Knox and Mrs. Laureen K. Ritter.

Basic Information

Main Idea

The world of work will change in the future.

Components

You should be able to identify 5 changes which may take place in education for jobs in the future.

You should be able to list 5 changes which may take place in business in the future.

Directions

Take this learning package to the teacher.

Ask the teacher to assign your activities.

Read each assigned activity carefully before you begin working.

Do these activities one at a time in the order in which they come.

Do each assigned activity carefully.

Keep all of your work.

FOLLOW ALL DIRECTIONS CAREFULLY

Activities

Read the sheet entitled "Job Education Tomorrow."

Listen to the tape entitled "Job Education Tomorrow" and *read* the sheet entitled "Job Education Tomorrow" as you listen.

Complete the puzzle entitled "Tomorrow."

Read the sheet entitled "Business Will Be Different."

Listen to the tape entitled "Business Will Be Different" and *read* the sheet entitled "Business Will Be Different" as you listen.

Complete the sheet entitled "Business Tomorrow."

Pretend you can see into the future. On a separate sheet of paper, *list* some things you think may change in business. *Use* your imagination. *Do not* use the information you learned in this learning package.

Draw a picture of what you think a future factory might look like.

Job Education Tomorrow

In the future, the kind of training and education a person will need for his job may change from what it is today.

While a college education will be important for some jobs, businesses will need more and more people who can read and write well and do arithmetic. Businesses will also need people who are trained in certain job skills such as typing, auto mechanics, and computer programming.

Because of many new ways of doing things, some people's jobs will no longer exist. These people will have to be trained to do new jobs.

There will be some jobs where people will serve apprenticeships to learn a trade. These apprenticeships are something like the ones you read about in colonial America. However, the apprentice will not go to live with the master, and it will not take as long for him to learn his trade.

Tomorrow

Instructions. Below are some phrases about future changes in job education. The words are out of order. *Arrange* each phrase in an order which will make sense. *Check* your answers with the answer key.

1. read do need arithmetic write to and and
2. trained need certain to skills in be job
3. longer retraining jobs exist old because no
4. to apprenticeships learn trade a

Business Will Be Different

Business may be very different in the future. Already, many businesses are moving from large cities to industrial parks in the suburbs.

More and more businesses will be shortening the work week. Employees will work only four days a week.

Many businesses will be offering more job benefits. Items such as group life insurance, savings plans, and loans will be offered to workers.

Businesses are taking more and more interest in things that happen in the community. In the future, they will probably have a great deal more to do with community activities.

In the future, the government may make many laws which businesses will have to follow. These rules will be about safety, health, and pollution.

Unions will work even harder to make sure the workers are treated fairly.

Business Tomorrow

Instructions. Use the words below to fill in the blanks. *Use* one word for each blank. *Check* your answers with the answer key.

community	job benefits	safety
four	pollution	unions
health		

In the future many businesses will go on a (1.) _____ day week. They will also give the workers more (2.) _____ _____ like group insurance and savings plans. Businesses will work with the (3.) _____ to make it a better place.

The government will have laws about (4.) _____, (5.) _____ and (6.) _____.

(7.) _____ will work harder to make sure workers are treated fairly.

Check Yourself

1. *List* five changes that may take place in job education in the future.
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
2. *List* five changes that may take place in business in the future.
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
3. Check your answers with the answer key.

Survey

Part I.

Instructions. *Circle* the five sentences that describe changes that may take place in education for jobs in the future.

1. Apprenticeships will continue.
2. People will not need an education.
3. Many jobs will require special training.
4. Some jobs will only require skill in reading, writing, and arithmetic.
5. Once people learn a trade, they will always work at that trade.
6. Fewer college trained people will be needed.
7. People will have no job training in school.
8. Job retraining will be important.

Part II.

Instructions. *List* five changes that will take place in business in the future.

Test

Part I.

Instructions. *Put* a check next to the five sentences that describe what changes may take place in education for jobs in the future.

_____ 1. Apprenticeships will continue.
_____ 2. People will need no education.
_____ 3. Many jobs will require special training.
_____ 4. Some jobs will only require skill in reading, writing, and arithmetic.
_____ 5. Once people learn a trade, they will always work at it.
_____ 6. Fewer college trained people will be needed.
_____ 7. People will have no job training in school.
_____ 8. Job training will be important.

Part II.

Instructions. *List* five changes that may take place in business in the future.

1. _____
2. _____
3. _____
4. _____
5. _____

Answer Key

Survey

Part I. 1, 3, 4, 6, 8.

Part II. Listed below are examples of types of answers.

1. Industry moving out of cities.
2. Four-day week.
3. Government policing of safety and health standards.
4. Greater interest in community affairs.
5. Expansion of job benefits.

Business Tomorrow

Part I

1. Need to read and write and do arithmetic.
2. Need to be trained in certain job skills.

3. Retraining because old jobs no longer exist.
4. Apprenticeships to learn a trade.

Part II

1. four
2. job benefits
3. community
4, 5, 6—safety, health, pollution
7. unions

Check Yourself

1.

a. People who can read, write, and do arithmetic.
b. Certain job skills.
c. Learning new jobs.
d. Apprenticeships.
e. Fewer college trained people will be needed.

2.

a. Business moving from city.
b. Four-day week.
c. More job benefits.
d. Interest in community affairs.
e. Government rules.

The answers may vary in wording and order.

Appendix H - Career Development at Lemmel Junior High School

Participants

Mrs. Charlene Griffin, *Librarian*
Mrs. Joan Tillery, *Counselor*
Mrs. Ella Turner, *Secretary*

Instructional Team

Mrs. Ethel Clarke, *Art*
Mrs. Bernadette Green, *English*
Miss Frances Green, *Mathematics*
Mrs. Connie Hankins, *Home Economics*
Miss Estella Ingram, *Science*
Mrs. Barbara Weaver, *Mathematics*
Miss Mary Woody, *English*

The Counselor's Role

Selecting a career should be a deliberate process since it is one of the most important decisions made in one's life.

Selection of a career should be based on aptitude, interest, and ability. It is the counselor's job to guide students into career interest areas which correspond with their interests and abilities. Therefore, the first step in this Career Development Project will be to interpret the aptitude test results and discuss the significance of these results to career planning.

The counselors will act as consultants to teachers and students during the project. An evaluation will be completed by the teachers and students to determine the effectiveness of the project.

Career Exploration for Eighth Graders

A core of teachers working in conjunction with the counselors made plans to incorporate career exploration with other basic subjects. This was done by correlating and investigating the various careers related to the unit being studied. Students were encouraged to find out about the requirements of jobs being discussed. Resource personnel representing particular job clusters were invited to share their experiences and discuss their duties. Community resources were utilized. A particular goal was to add relevance to subject areas by relating them to the students' future in the world of work.

Sample Unit Plans

Some of the career exploration unit plans developed by the teachers follow.

Art—Careers in Art

General Objective

To provide experiences for students as they find personal joy and satisfaction in reflecting on art in the community.

Specific Objective

To convey the understandings listed below.

The roles of painters, sculptors, architects, city-planners, and industrial designers in Baltimore in fulfilling basic human needs.

The roles of fashion designers in meeting basic human needs.

The roles of industrial designers as reflected in items used for daily living.

The roles of commercial artists as reflected in advertising ideas, goods, and services.

Careers to be Explored

Architects	Painters
Fashion Designers	Industrial Designers (Packing)
Sculptors	Cartoonists

Community Resources

Visits to One Charles Center—Mechanic Theatre
Visits to Studios—cartoonists, sculptors
Visits to Baltimore Press—packaging

English—Types of Occupations

Objectives

To familiarize students with as many types of occupations as possible.

To make students aware of the various occupations that do not require a college degree.

To discuss in detail the various career clusters.

To stress to students the parts that a pleasing personality and good grooming play in getting and holding a job.

To discuss with students the importance of selecting an occupation because it is what they really want to do, not because a friend has chosen that occupation.

To emphasize to students the important role that English plays in all occupations.

To have students determine after much research which occupation they feel they are best suited to

handle effectively.

To dramatize interview situations between employers and perspective employees.

To have various resource people visit the class in order to point out opportunities that are available to them in different jobs.

To have students go out into the community and interview people whom they feel have successfully excelled in the careers that they have chosen.

To visit places of business throughout the city where students can get first-hand knowledge of the duties performed by people in different jobs.

To allow students to prepare a scrapbook on the career in which they are most interested.

Activities

Interviews with persons working in that occupation.

Pictures taken either from magazines or at places of businesses visited of persons working at that job.

Charts or graphs depicting the percentage of persons in that occupation.

A brief summary by the student of why he feels that he would be good at this job.

List of qualifications and requirements that one must have and meet in order to get the job.

English as a Career Foundation

Objective

To show a relationship between English and any chosen career.

Procedure

The two classes will be divided into groups where each one will deal with a different occupation. The groups will also be divided into pairs, with each pair using a different technique of attacking the given situation. The techniques involve making scrapbooks, conducting interviews, making trips, and visitations by resource people.

On a given day, after each group has exhausted its techniques, the groups will present to the class their findings. The groups will deal with the occupations listed below.

teachers	proofreaders
nurses	stenographers
accountants	typists
sales managers	sales personnel

As a culminating activity, the class will write a composition dealing with the career that they would most likely want to attempt. Those compositions that show a strong development will be displayed.

Objective

To provide means by which students can investigate their aptitudes and attitudes.

Procedures

Aptitude test and counseling on the results.

Career attitude inventory before and after unit.

Testing work-related abilities in real and role-playing situations.

Use of attitude clarifying techniques in class.

Home Economics—Child Care

Objective

To incorporate career exploration with related subject areas.

Procedures

Student reports on parents' careers related to the basic subjects.

Investigation of child-related careers, especially baby-sitting, by reading, field trips, resource people, and slide tape.

Home economics careers explained by slide presentation and panel of home economics teachers.

Continued career exploration in foods unit by visiting the school cafeteria, a bakery, and a food market.

Objective

To increase student involvement in experiences related to the world of work.

Procedures

Class role playing throughout unit of management positions.

Providing child care service for February PTA meeting.

Encouragement to seek baby-sitting jobs now.

Compiling of career information from interviews of resource people.

Inviting boys of the class to participate, especially if play materials are being made.

Investigating local high school and college programs in child care.

Objective

To increase school-community involvement.

Procedures

Inviting parents to class and on field trips.

Informing parents of career exploration program

while advertising child care services for PTA.

Touring and pursuing cooperative activities between the school and Provident Hospital, as well as the Community College of Baltimore and the Early Childhood Education Program.

Utilizing other community resources.

Enoch Pratt Library—children's librarian to visit

Bert Claster Productions and WMAR-TV—tour and observation of "Romper Room"

Children's Television Workshop—discussion of "Sesame Street" and neighborhood viewing centers

Sinai-Druid Comprehensive Pediatric Center—video tape series on child development

Objective

To promote greater faculty interest in career education.

Procedures

Seeking cooperation of other teachers of the class.

Active involvement of the counselor.

Evaluation

Retaking of inventory tests and discussion of changes.

Class evaluators to compile responses to trips and class activities.

Pre- and post-tests for each field trip.

Written evaluation by each student of their role-playing situation.

Mathematics—Careers in Retail Merchandising

Objective

To develop an appreciation for the skills and understandings developed in working with decimal fractions and measurements through a concentrated exploration of some careers in retail merchandising.

Development of Mathematical Skills

Basic operations with decimal fractions and mixed numbers.

Rounding decimal numbers.

Rounding to the nearest dollar and/or cent.

Finding the cost for items sold by the pound, yard, etc.

Finding the total cost, including tax.

Making change for a sale.

Career Exploration

Automobile sales	Route salesman
Electrical appliance sales	Drugstore
Wearing apparel	Supermarkets
Hardware	Cashiers

Door-to-door salesmen

Career Information

Nature of work

Where employed

Training and other qualifications

Employment outlook

Earnings and working conditions

Samples of forms and saleschecks to be completed requiring mathematical skills

Outside Resources

Representative from Hutzler's Corporate Training Division

Visit to National Cash Register Company

Visit to Douglass High School to observe Distributive Education Program

Mathematics—Insurance

Objectives

To develop an understanding of the different kinds of insurance policies.

To present typical insurance problems and show how to compute premiums for these policies.

To have students investigate information involved in provisions of different types of insurance.

Brief History of Insurance

Kinds of Insurance

Fire insurance

Investigation of fire losses in the U.S. (reference—*The World Almanac*)

Investigation of reasons why insurance rates vary according to type of building and locality.

Problems involving fire insurance premiums.

Life insurance

Insurance terms

Face of policy	Beneficiary	Renewable
Insured	Premium	

Kinds of life insurance

Ordinary life policy

Limited payment policy
Term insurance
Endowment

Paying insurance premiums - problems on finding the annual premium on policies.

Class Participation

Class visitations from insurance agents who will discuss life and fire insurance.

Field Trip

Visit to the Prudential Life Insurance Company.

Mathematics—United States Income Tax

Objectives

To introduce an understanding of why we have to pay taxes to support the Federal, State, and local government.

To give a brief treatment of the computation of income taxes.

Introduction to the Tax System

Taxes and our history

Taxes and changes

Taxes and the Federal budget

Computing Taxes - Valuable Mathematical Tables

Tax Tables

Interest Tables

Wage Tables

Class Project

Use of percents and circle graphs to show how a typical city gets and spends its money.

Outside Research

Students will write to several associations for job information opportunities in tax accounting from which they will prepare written reports

Class Visitation

Representative from Department of Internal Revenue Service

Science—Meteorology

Objectives

Students will be able to organize and communicate scientific information concerning weather.

Students will be able to list a minimum of eight career opportunities in the field of meteorology and the general duties of each.

From a prepared list, students will be able to match jobs in the field with their corresponding educational and/or experience requirements.

Students will demonstrate ability to use, read and interpret scales of thermometers, rain gauge, mercurial and aneroid barometers, and symbols used on weather maps.

General Concepts

Weather, the cumulative effect of certain conditions of our atmosphere, affects our lives in many ways.

Climate and weather are closely related.

Relationships exist between weather and the general environmental conditions.

The accurate and scientific study of the weather is carried on in this country by the U.S. Weather Bureau.

A variety of job opportunities exists in the field of meteorology and activities related to the dissemination of knowledge concerning climate and weather.

Field Trips

Visit to Friendship Airport Weather Station.

If station permits, a visit to one of the local TV stations to become familiar with actual reporting of the weather.

Projects

Mapping weather information gained from newspaper and TV or radio reports for a selected period of time.

Posting daily forecasts and recording actual weather conditions.

Construction and operation of a classroom "weather station."

Individual projects and/or reports relating to one career in meteorology.